DEC

# DYNAMIC ENGLISH COURSE

## VOLUME I

EDITÔRA 3R LIMITADA

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1970

# PREFÁCIO

*Encorajado pela simpatia demonstrada por amigos, professôres e pessoas desejosas de conhecer o idioma Inglês, e também atendendo à necessidade imperiosa de oferecer aos alunos um compêndio nôvo na referida língua, o qual pudesse reunir os vários aspectos necessários à sua aprendizagem, resolvi então escrever esta série de livros para o "Dynamic English Course".*

*Nosso método audio-visual difere dos demais porque realmente procuramos sentir e sanar tôdas as dificuldades básicas que sentem os alunos, no estudo desta língua, dificuldades estas que se não fossem por nós sanadas, poderiam posteriormente prejudicar sobremaneira a pessoa desejosa de realmente conhecer e falar o Inglês.*

*Cada uma das sessenta lições é composta das seguintes partes:*

*1º) Grammar — A única parte da lição que admite explicações em Português. Isso é imperioso quando se ensina Inglês para brasileiros porque os conceitos novos bem como as novas estruturas gramaticais que vão aparecendo no decorrer do curso, devem ser muito bem entendidos.*

*2º) Exercises — Onde o aluno toma a iniciativa de aplicar os conhecimentos adquiridos na gramática.*

*3º) Audio-visual pròpriamente dito — ou seja, o conjunto de partes integrantes da lição no qual o aluno pode contar com o auxílio de equipamento eletrônico.*

*O avanço da tecnologia nos permitiu substituir os métodos de pronúncia figurada, muito em voga nos livros mais antigos de Inglês pela gravação dos vocabulários, pronuncias, conversações e diálogos em discos que acompanham os livros. Assim sendo o aluno de Inglês libertou-se de uma dificuldade extra que era decorar alfabetos e códigos de fonética e pronúncia figurada que sem-*

*pre foram de difícil assimilação e que nem sempre apresentaram resultados satisfatórios.*

*Tendo as vozes de locutores criteriosamente selecionados gravadas nos discos, o aluno poderá a qualquer momento ouvir e repetir as sentenças com aquela segurança e com aquela entonação que sòmente um período de vivência nos Estados Unidos ou num país de língua oficial Inglêsa pode assegurar.*

*O audio-visual pròpriamente dito consta das seguintes partes:*

*A) Vocabulary — onde o aluno tem contato pela primeira vez com as palavras introduzidas no curso. Cada um dos mais de três mil vocábulos do curso será estudado em classe e exemplificado pelo professor antes do audio-visual.*

*B) Pronunciation Drill — Uma série de sons que apresentam dificuldades especiais para serem pronunciados pelo aluno que vive no Brasil, é apresentada nesta parte. Sem perceber e sem contar com nenhum tipo de pronúncia indireta ou figurada o aluno fará uma série considerável de exercícios de fonética.*

*C) Conversation Drill — Esta parte procura criar uma situação artificial na qual o aluno conversa com o locutor, ou seja inicialmente o aluno repete o que os locutores falam, a seguir o aluno responde as perguntas do locutor e logo após o aluno pergunta para que o locutor responda.*

*D) Dialogue — A parte final do audio-visual, contem textos de conversação americana usual e até mesmo corriqueira conforme pude constatar durante o meu estágio nos Estados Unidos.*

*Tendo a certeza absoluta que o "Dynamic English Course" terá uma acolhida carinhosa por parte do público, deixo antecipadamente o meu sincero e profundo agradecimento.*

*Ivan Santini*

# LESSON ONE

## VOCABULARY

### VERBS

**answer, answered, answered** — responder
**ask, asked, asked** — perguntar, pedir
**be, was, been** — ser, estar
**do, did, done** — fazer
**say, said, said** — dizer
**study, studied, studied** — estudar
**thank, thanked, thanked,** — agradecer
**understand, understood, understood** — entender
**work, worked, worked** — trabalhar

### IDIOMATIC EXPRESSIONS

**all right** — tudo certo
**good afternoon** — boa tarde
**good bye** — até logo, adeus
**good morning** — bom dia
**how are you?** — como vai você?
**never mind it** — de nada
**of course** — é lógico
**thank you (very much)** — (muito) obrigado

### OTHER WORDS

**a, an** — um, uma (artigo indefinido)
**afternoon** — tarde (período)
**and** — e
**answer** — resposta
**boy** — menino
**busy** — ocupado
**conversation** — conversação
**dialogue** — diálogo
**dictation** — ditado
**drill** — exercício, treino
**exercise** — exercício
**expression** — expressão
**fine** — ótimo, bom
**full** — completo, cheio
**girl** — menina
**good** — bom
**grammar** — gramática
**here** — aqui
**how?** — como?
**I** — eu
**idiomatic** — idiomática
**it** — êle (a) pronome neutro
**lesson** — lição
**me** — me (obj. direto)
**morning** — manhã
**much** — muito (incontável)
**my** — meu
**name** — nome
**necessary** — necessário
**no** — não
**other** — outro
**please** — por favor
**pronunciation** — pronúncia
**question** — pergunta
**student** — aluno
**sure** — certo, certamente, por certo
**teacher** — professor
**the** — o, a, os, as
**there** — lá, ali
**tired** — cansado
**today** — hoje
**verb** — verbo
**very** — muito, grandemente
**vocabulary** — vocabulário
**well** — bem
**what?** — o que?
**word** — palavra
**yes** — sim
**you** — você, tu

## PRONUNCIATION DRILL

A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V,W,X,Y,Z

## CONVERSATION DRILL

Good afternoon, Dorothy.
I am fine, thank you.
No, I'm *not* busy. Are *you* tired Dorothy?
Is it necessary to study?
What is it necessary to study?
Are you sure?
Thank you very much.

Good afternoon Harold, how are you?
Are you busy, Harold?
No, I'm *not* tired.

Yes, of course it is.
The pronunciation and the expressions.
Well, of course I am.
Never mind it.

# LESSON ONE

## DIALOGUE

*Mr. Harold*: Good morning boys and girls. How are you today? *Linda:* I am fine thank you. And how are you? *Mr. Harold*: I am all right. What is your name? You there. *Linda*: My name is Linda. Are you the teacher? *Mr. Harold*: Yes, I am the teacher and you are a student. Do you understand me Linda? *Linda*: Yes, I understand you. I understand you very well. *Mr. Harold*: What do you understand? *Linda*: I understand the words you say. I understand the questions. I understand the lesson. *Mr. Harold*: Do you understand the vocabulary? *Linda*: Yes, I understand the vocabulary, the dialogue, the grammar, the dictation, the pronunciation drill and the exercises. *Mr. Harold*: Do you understand me? *Linda*: Yes, I understand the teacher. I understand the conversation and the idiomatic expressions. *Mr. Harold*: Are you sure? *Linda*:Yes, I am sure. Of course I am sure. *Mr. Harold*: Are you tired? *Linda*: No, I'm not tired. I am busy. I am very busy. *Mr. Harold*: Is it necessary to study? *Linda*: Yes, it is necessary to study and to work. *Mr. Harold*: Please ask me a question. *Linda*: What is your full name? Please answer the question. *Mr. Harold*: My full name is Harold Myers. Here is the answer. *Linda*: Thank you very much. *Mr. Harold*: Never mind it. Good bye.

# LESSON ONE

## GRAMMAR

### Verb to be (present)

Como este é o primeiro tempo verbal, apresentado no curso, é conveniente antes nos familiarizamos um pouco com pronomes usados no caso de sujeito "subjective case" ou "nominative case" e que correspondem em Português aos pronomes pessoais do caso reto. São êles:

| | | | | |
|---|---|---|---|---|
| **I** | 1ª) pessoa singular | Correspondendo | a | eu |
| **You** | 2ª) pessoa singular | " | " | tu ou você |
| **He** | 3ª) pessoa singular masculino | " | " | êle |
| **She** | 3ª) pessoa singular feminino | " | " | ela |
| **It** | 3ª) pessoa singular neutro | " | " | êle, ela (animais e coisas) |
| **We** | 1ª) pessoa do plural | " | " | nós |
| **You** | 2ª) pessoa do plural | " | " | vós ou vocês |
| **They** | 3ª) pessoa do plural (masc., fem. e neutro) | | " | êles |

Convem analisar melhor as três formas de pronome da 3ª pessoa do singular: **He, She, It.**

**He** — masculino usado para homens — **He is a good boy.**
**She** — feminino usado para mulheres — **She is a busy girl.**
**It** — neutro usado em geral para animais e coisas

Em Português não existe o gênero neutro; isto dificulta para nós a colocação do pronome **"it"** em Inglês, mas vamos tentar sanar a questão por meio de contra exemplos.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| o diálogo | — masculino | em | Português | — **the dialogue** | — neutro | em | Inglês |
| a pergunta | — feminino | em | Português | — **the question** | — neutro | em | Inglês |
| a gramática | — feminino | em | Português | — **the grammar** | — neutro | em | Inglês |
| o exercício | — masculino | em | Português | — **the exercise** | — neutro | em | Inglês |

As palavras acima são coisas, portanto de gênero neutro em Inglês.

Se tivermos que aplicar um pronome para substituir qualquer uma delas este será **"it"**. É bom lembrar que o pronome é uma categoria gramatical de palavra que pode substituir o nome, portanto na sentença deverá aparecer o nome ou o pronome correspondente a êle.

Exemplo: **Larry is a nice boy.** ou **He is a nice boy.**
**Debbie is very tired.** ou **She is very tired.**
**The exercise is all right.** ou **It is all right.**

Tendo os pronomes vamos então ver o tempo verbal completo, na forma afirmativa.

**I am**
**You are**
**He is**
**She is**
**It is**
**We are**
**You are**
**They are**

Isto é para ser decorado, bem como o fato de que o verbo "to be" pode ser traduzido por ser ou estar.
Além disso fica já registrado que trata-se de um verbo forte, ou seja um verbo que tem recursos próprios e assim sendo não precisa do verbo auxiliar para efeito de formação das formas negativas e interrogativa.

Obs.: O verbo **"to be"**, bem como outros verbos auxiliares, são chamados aqui fortes pelo fato de serem êles auto-suficientes para a formação das formas negativa e interrogativa, em seus tempos. Não confundir com verbos fortes e verbos fracos quanto à conjugação.

Para se formar o negativo tudo o que se faz é colocar a palavra **"not"** depois do verbo.

Exemplo: **I am not — You are not — He is not — She is not — It is not — We are not You are not — They are not.**

O recurso usado para formar a forma interrogativa é a inversão. No caso do tempo que estamos estudando usa-se inverter o próprio verbo **"to be"** (que é forte) com o pronome. Assim sendo a apresentação dessa forma é o contrário da forma afirmativa, com um ponto de interrogação.

Exemplo: **Am I? — Are you? — Is he? — Is she? — Is it? — Are we? — Are you? — Are they?**

É evidente que as formas apresentadas são partes de uma estrutura ou seja de uma sentença. Variando o vocabulário em torno dessas mesmas formas verbais dadas, podemos formar diversas sentenças, tais como:

1) **I am** a boy.
2) **Are you** very busy?
3) **She is not** a good student.
4) **It is** necessary to study.

Se eu agora conhecesse muitos substantivos como "boy", eu poderia apenas pela variação de meu vocabulário na sentença 1ª formar muitos outros como:

**I am a student.**
**I am a teacher.**
**I am a girl.**

Se eu soubesse vários adjetivos como **"busy"**, eu seria capaz de apenas trocando a palavra final de sentença falar nos seguintes termos.

**Are you very tired?**
**Are you very well?**

Se eu conhecesse vários verbos como conheço **"to study"** poderia variar a 4ª sentença assim:

**It is necessary to work.**
**It is necessary to understand.**

# LESSON ONE

**EXERCISES**

1º) Conjugue o verbo **"to be"** nas formas:

| AFIRMATIVA | NEGATIVA | INTERROGATIVA |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

2º) **Fill in the blanks.** Complete os vazios.

Peter, Paul and Mary———singers.
Larry and John———brothers.
I———an English student.
She———a tall girl.
You———my good friend.
We———very tired.
It———important.
They———nice
———you a boy or———you a girl?

3º) **Change to** a) negative b) interrogative

I am a boy.
a)———
b)———

The verbs are in the vocabulary.
a)———
b)———

We are here.
a)———
b)———

It is good to work in the morning.
a)———
b)———

It is all right to say the pronunciation.
a)———
b)———

The boy and the girl are very tired today.
a)———
b)———

I am sure that the teacher is busy.
a)———
b)———

It is necessary to answer the questions.
a)———
b)———

# LESSON TWO

## VOCABULARY

### VERBS

**believe, believed, believed** — acreditar
**know, knew, known** — saber, conhecer
**love, loved, loved** — amar
**sing, sang, sung** — cantar
**type, typed, typed** — datilografar
**want, wanted, wanted** — querer

### IDIOMATIC EXPRESSIONS

**good evening** — boa noite
**right here** — bem aqui
**right there** — bem ali
**so long** — até logo

### OTHER WORDS

**alone** — sòzinho
**amateur** — amador
**American** — americano, estadunidense
**because** — porque, por causa que
**boss** — patrão
**brother** — irmão
**business** — negócio
**correspondence** — correspondência
**day** — dia
**downtown** — centro da cidade
**during** — durante
**economics** — economia
**evening** — noite (período)
**every** — todo, toda
**every day** — todo dia
**fast** — rápido
**for** — durante (adv. tempo)
**for** — para (prep.)
**friend** — amigo
**happy** — feliz
**he** — êle
**in** — em
**interested** — interessado
**just** — apenas
**letter** — carta
**life** — vida
**music** — música
**of** — de
**office** — escritório
**popular** — popular
**professional** — profissional
**real** — real
**really** — realmente
**rest** — resto
**she** — ela
**singer** — cantor
**sister** — irmã
**sometimes** — às vêzes
**that** — aquêle(a)
**they** — êles
**typist** — datilógrafo
**we** — nós
**weekend** — fim de semana
**when?** — quando?
**where?** — onde?
**why** — por quê?
**with** — com
**only** — só, único, somente, unicamente, simplesmente

## PRONUNCIATION DRILL

| | |
|---|---|
| I am busy. | **I'm** busy. |
| You are a professional. | **You're** a professional. |
| He is interested. | **He's** interested. |
| She is a singer. | **She's** a singer. |
| It is necessary. | **It's** necessary. |
| We are amateurs. | **We're** amateurs. |
| They are Americans. | **They're** Americans. |

## CONVERSATION DRILL

| | |
|---|---|
| Is it important to study? | Of course it is. |
| Why is it important? | Because it's necessary to work. |
| Do you work alone? | No, I don't. I work with my friends. |
| Where do you work? | I work in an office. |
| How is your boss? | He is really good. |
| Is he interested in the work? | Yes, he is. |
| Is he really a good boss? | My friends say he is. |
| When do they say it? | They say it every day. |
| Well, so long. | So long. |

# LESSON TWO

## DIALOGUE

*Debbie*: Good evening, Joe. Do you sing? *Joe*: Of course, I sing. *Debbie*: Do you sing with your brother? *Joe*: No, I don't. *Debbie*: Do you sing alone? *Joe*: No, I don't. I sing with my sister. Sometimes I sing with my friends. *Debbie*: Are you an American, Joe? *Joe*:Yes, I am an American. *Debbie*: Are you a real professional singer? *Joe*: No, I am not professional. I am just an amateur singer. *Debbie*: What do you sing? *Joe*: I sing American popular music. *Debbie*: Why? *Joe*: Because I love it. *Debbie*: Really? *Joe*: Yes, really. *Debbie*: Do you work? *Joe*: Of course I work. I only sing during the weekends. *Debbie*: Where do you work? *Joe*: I work right there. I work in an office. *Debbie*: What do you do there? *Joe*: I type. *Debbie*: Are you a good typist? *Joe*: Yes, good and fast. I type business letters every day. *Debbie*: Is your boss happy with your work? *Joe*: I believe he is. *Debbie*: Are you interested in business letters? *Joe*: Yes, I am. *Debbie*: Why? *Joe*: Because it's necessary for me to know business correspondence. *Debbie*: Do you study? *Joe*: Yes, I do. *Debbie*: Are you a good student? *Joe*: They say I am. *Debbie*:Where do you study? *Joe*:I study downtown. I study right here. *Debbie*: When do you study? *Joe*: I study in the evening. *Debbie*: What do you study? *Joe*: I study economics. *Debbie*: Why do you study economics? *Joe*: Because I don't want to be just a typist for the rest of my life. So long, Debbie. *Debbie*: So long, Joe.

# LESSON TWO

## GRAMMAR

A) **"a"** e **"an"** são artigos indefinidos em Inglês. Sua tradução mais comum é um (uma). Todavia não deve ser confundido com o numeral **"one"**.

**"a"** e **"an"** embora sejam teòricamente a mesma palavra diferem entre si na forma de apresentação por motivos de ordem fonética. Assim é que se a palavra seguinte começar por vogal usamos **"an"** e se começar por consoante usamos **"a"**.

**EXP.: a question; an expression**

Usando **"an"** antes da palavra **"expression"**, podemos ao pronunciá-las juntas tomar vantagem de uma elisão fonética que facilita a pronúncia das palavras em contexto.

| **EXPS.:** | **a teacher** | **an answer** |
|---|---|---|
| | **a boy** | **an amateur singer** |
| | **a weekend** | **an idiomatic expression** |
| | **a professional typist** | **an office** |

Obs.: Palavras começadas por: **y, w, h.**

**"y"** e **"w"** são semi-vogais em Inglês. Logo, a regra dada acima não as abrange. É preciso completá-la com a informação de que usa-se **"a"** para palavras iniciadas por **"y"** e **"w"**.

**EXPS.: a weekend; a word; a yellow car.**

**"h"** — Usa-se "a" quando a pronúncia do "h" é aspirada (consoante real presente)

**EXPS.: a happy boy; a hungry girl.**

Usa-se **"an"** quando o **"h"** inicial não é pronunciado aspirado.

**EXPS.: an hour.**

B) **Plurais:** A regra geral para se formar o plural dos substantivos ("nouns") em Inglês é acrescentar "s" à forma singular da palavra.

**EXPS:**

| | | | | | |
|---|---|---|---|---|---|
| **SINGULAR** | **girl** | **question** | **sister** | **weekend** | **letter** |
| **PLURAL** | **girls** | **questions** | **sisters** | **weekends** | **letters** |

Obs: Casos particulares de plural serão estudados na lição quatro.

C) **Adjectives don't vary:** Os adjetivos em Inglês não variam. Isso é particularmente difícil para nós porque estamos já acostumados a flexionar os adjetivos.

| **Analise com cuidado o exemplo.** | |
|---|---|
| **Eu sou um menino popular.** | **I am a popular boy.** |
| **Nós somos meninos populares.** | **We are popular boys.** |

**Note que "popular" não varia ao se passar a frase para o plural, pois trata-se de um adjetivo.**

| | |
|---|---|
| **He is a professional singer.** | **They are professional singers.** |
| **She is a good typist.** | **They are good typists.** |
| **I am an American boy.** | **They are American boys.** |
| **You are an important friend.** | **You are important friends.** |

Obs: existe o plural das palavras **"American"** e **"professional"**. São dados pelas **formas "Americans"** e **"professionals"**. Note que neste caso elas seriam obrigatòriamente **substantivos (nouns)**, ao passo que nos exemplos acima são adjetivos, e como tal não admitem **variação** ao serem levados ao plural.

# LESSON TWO

**EXERCISES**

1º) Use "a" or "an".

It is———answer.
It is———good answer.
He is———boy.
She is———tired girl.
She is———hungry girl.
I work in———office.
Are you———American?
Are you———amateur or———professional?
Are you———boy or are you———girl?
It is———important letter.

2º) Change the sentences to plural.

I am a student.
a) _____
b) _____

She is a fast typist.
a) _____
b) _____

He is a professional singer.
a) _____
b) _____

She is a happy sister.
a) _____
b) _____

It is a business letter.
a) _____
b) _____

You are a very good teacher.
a) _____
b) _____

It is a fine lesson.
a) _____
b) _____

It is a full exercise.
a) _____
b) _____

He is in the vocabulary drill.
a) _____
b) _____

The lesson is long.
a) _____
b) _____

# LESSON THREE

## VOCABULARY

### VERBS

**have, had, had** — ter

**write, wrote, written** — escrever

### IDIOMATIC EXPRESSIONS

**a lot of** — muitos(as)
**and so on** — e assim por diante
**for example** — por exemplo
**how many?** — quantos?
**how much?** — quanto?
**in front of** — em frente de
**over here** — para cá
**over there** — para lá

### OTHER WORDS

**adjective** — adjetivo
**all** — todos
**blackboard** — lousa
**book** — livro
**but** — mas
**car** — carro
**chair** — cadeira
**classroom** — sala de aula
**comfortable** — confortável
**desk** — carteira, escrivaninha
**dollar** — dolar
**door** — porta
**English** — Inglês
**food** — comida
**great** — grande
**inkstand** — tinteiro
**long** — longo, comprido
**many** — muitos
**map** — mapa
**money** — dinheiro
**near** — perto
**never** — nunca
**noun** — substantivo
**on** — em (na superfície)
**parking lot** — estacionamento
**pen** — caneta
**pencil** — lápis
**picture** — quadro, foto
**restaurant** — restaurante
**right** — certo, correto
**school** — escola
**sentence** — sentença
**several** — vários
**thing** — coisa
**wall** — parede
**wallet** — carteira (de dinheiro)
**window** — janela
**woman** — mulher
**wrong** — errado

## PRONUNCIATION DRILL

There is a boy in the classroom.
**There's** a boy in the classroom.
There is not a boy in the classroom.
There **isn't** a boy in the classroom.
There are many things in my house.
There are not many things in my house.
There **aren't** many things in my house.
There is much food in the restaurant.
**There's** much food in the restaurant.
There is not much food in the restaurant.
There **isn't** much food in the restaurant.

## CONVERSATION DRILL

| | |
|---|---|
| Are you hungry? | Yes, I am. |
| Are you really hungry? | Of course, I am. |
| Is there much food in your house? | No, there isn't. |
| Is there much food in the restaurant? | Yes, there is. |
| Do you want money? | Yes, I do. |
| How much is it necessary? | I believe three dollars. |
| All right. Here is the money. | Thank you very much. |
| Never mind it. Good bye. | Good bye. |

# LESSON THREE

## DIALOGUE

*Joe*: There are many things in my classroom. For example, there is a door. There is a window. There is a blackboard. There is an ink-stand. There are many chairs. There is a picture and a map on the wall, and so on. *Linda*: Are there many desks? *Joe*: Yes, there are. *Linda*: Where is your desk? *Joe*: My desk is in front of the window. *Linda*: Are there many things on your desk? *Joe*: Yes, there are. There's a pen. There's a pencil, and of course there's a book. *Linda*: Are there many long sentences in your book? *Joe*: Yes, there are. *Linda*: Are the sentences right or wrong? *Joe*: All the sentences are right. They never write wrong sentences. *Linda*: How many sentences are there in your English book? *Joe*: I don't know, but there are several. *Linda*: Are there many adjectives and nouns in the sentences? *Joe*: Yes, there are. Is there a yellow car in the parking lot? *Linda*: Yes, there is. *Joe*: Where is it? *Linda*: It's over there. *Joe*: How many cars are there in the parking lot? *Linda*: There is a lot of cars. *Joe*: Do you have a car? *Linda*: Yes, I do. *Joe*: Where is it? *Linda*: It's near the school. Is there much money in your wallet? *Joe*: Yes, there is. *Linda*: How much? *Joe*: There are several dollars. *Linda*: Is your classroom comfortable? *Joe*: Yes, it is. *Linda*: Is the restaurant comfortable? *Joe*: Yes, it is. Is there much food in the restaurant? *Linda*: Yes, there's a lot of food in the restaurant. *Joe*: That is great. *Linda*: Why? *Joe*: Because I am really hungry.

# LESSON THREE

## GRAMMAR

### A) There is; There are.

Retomemos as 3ªs) pessoas do verbo **"to be"** que são:

**It is** (3ª pessoa singular) **They are** (3ª pessoa plural)

Agora substituindo os pronomes: **"it"** e **"they"** pela palavra **"there"** formamos: **"There is"** (singular); **"There are"** (plural) que são ambas traduzidas por **"há"**

**EXPS:**
**There is one boy in the classroom.**
**There are several boys in the classroom.**
**There is a dollar in my wallet.**
**There are many dollars in my wallet.**

O passo seguinte é rever na lição 1, a forma de se escrever o negativo e o interrogativo do verbo **"to be"**, para poder formar anàlogamente as formas negativas e interrogativa de **"There is"** e **"There are"**.

| AFFIRMATIVE | NEGATIVE | INTERROGATIVE | CONTRAÇÕES |
|---|---|---|---|
| **It is** | **It is not** | **Is it?** | |
| **They are** | **They are not** | **Are they?** | **There is-There's** |
| **There is** | **There is not** | **Is there?** | **There is not-There isn't** |
| **There are** | **There are not** | **Are there?** | **There are not-There aren't** |

Aplicando os conhecimentos sintetizados no quadro, podemos agora passar para negativo e interrogativo as sentenças vistas acima.

**NEGATIVE:**
**There is not one boy in the classroom.**
**There are not several boys in the classroom.**
**There is not a dollar in my wallet.**
**There are not many dollars in my wallet.**

**INTERROGATIVE:**
**Is there one boy in the classroom?**
**Are there several boys in the classroom?**
**Is there a dollar in my wallet?**
**Are there many dollars in my wallet?**

### B) Much, many, a lot.

Comecemos dando as traduções de **"much"** e **"many"**.

**Much**-muito(a); sempre singular ou para coisa não contáveis.

**Many**-muitos(as); sempre plural ou para coisas contáveis.

**EXPS:**
**much food** — muita comida
**much water** — muita água
**much air** — muito ar
**much money** — muito dinheiro
**much time** — muito tempo

**many books** — muitos livros
**many sentences** — muitas sentenças
**many dollars** — muitos dólares
**many times** — muitas vêzes
**many hours** — muitas horas

Para ilustrar melhor, vamos dar sentenças completas com os exemplos anteriores

**There is much food in the restaurant.**
**There is much water in the lake.**
**There is much air in the classroom.**
**There is much money in my wallet.**
**There are many books here.**
**There are many sentences in my English book.**
**There are many boys in the school.**
**There are many dollars in my wallet.**

Finalmente lembramos que há uma expressão que equivale tanto a **"much"** quanto a **"many"**; Trata-se de **"a lot of"**. Veja os mesmos exemplos.

**There is a lot of food in the restaurant.**
**There is a lot of water in the lake.**
**There is a lot of air in the classroom.**
***There are not many dollars in my wallet.***
**There is a lot of books here.**
**There is a lot of sentences in my English book.**
**There is a lot of boys in the school.**
**There is a lot of dollars in my wallet.**

Note-se ainda que **"a lot of"** embora dê idéia de pluralidade é sempre **singular.** Por outro lado, podemos também usar: **"lots of"**

**There is a lot of boys in the school.**
**There are lots of boys in the school.**

# LESSON THREE

**EXERCISES**

1º) Fill in the blanks.

| AFFIRMATIVE | NEGATIVE | INTERROGATIVE |
|---|---|---|
| I am | _____ | _____ |
| He is | _____ | _____ |
| There is | _____ | _____ |
| There are | _____ | _____ |

2º) Fill in the blanks.

much———— many———— a lot of————

much———— many———— a lot of————

3º) Complete the sentences:

There———many classrooms in the school.

There———one teacher in the classroom.

There———one door in my classroom.

There———two windows.

There———many chairs.

There———several books.

There———a blackboard on the wall.

There———a lot of pictures on the wall.

There———a map on the wall.

There———a lot of air in the classroom.

4º) Change to: A) negative B) interrogative.

There is a car in the parking lot.

a) _____

b) _____

There are many cars in the parking lot.

a) _____

b) _____

There is a comfortable chair in the restaurant.

a) _____

b) _____

There are comfortable chairs in the restaurant.

a) _____

b) _____

There is much money in the bank.

a) _____

b) _____

59) Use much or many:

I speak_____languages.

I understand_____questions.

I eat_____food.

I drink_____water.

There is_____money in my wallet.

There are_____new cars in the parking lot.

How_____lessons do you know?

How_____time do you study every day?

How_____hours do you study every day?

How_____ times do you study every day?

# LESSON FOUR
## VOCABULARY

### VERBS

**change, changed, changed** — mudar, modificar
**complete, completed, completed** — completar
**drink, drank, drunk** — beber
**eat, ate, eaten** — comer
**fill, filled, filled** — encher
**go, went, gone** — ir
**like, liked, liked** — gostar
**play, played, played** — jogar, brincar
**swim, swam, swum** — nadar
**use, used, used** — usar

### IDIOMATIC EXPRESSIONS

**by the way** — a propósito
**far away** — muito longe
**far from** — longe de
**fill in** — preencher
**fill up** — completar, encher
**How do you do?** — Como vai você?
**in other words** — em outras palavras

### OTHER WORDS

**about** — sôbre, acêrca de
**air** — ar
**beach** — praia
**blank** — espaço (para escrever)
**boot** — bota, botina
**box** — caixa
**brush** — escôva
**child** — criança
**city** — cidade
**class** — aula
**difficult** — difícil
**dress** — vestido
**easy** — fácil
**far** — longe
**foot** — pé
**fresh** — frêsco, arejado
**from** — de (origem)
**glass** — copo, vidro
**homework** — lição de casa
**hour** — hora
**house** — casa
**housewife** — dona de casa
**lady** — senhora
**lake** — lago
**language** — língua
**man** — homem
**mass** — missa
**match** — fósforo
**mother** — mãe
**new** —, novo
**now** — agora
**peach** — pêssego
**plural** — plural
**push** — empurrão
**sand** — areia
**singular** — singular
**these** — êstes
**this** — êste
**those** — aqueles
**time** — vêz
**to** — para (PREP.)
**tooth** — dente
**watch** — relógio (de pulso)
**water** — água
**week** — semana
**wife** — espôsa

## PRONUNCIATION DRILL

| SS: ES | CH: ES | Y: S | FE: VES |
|---|---|---|---|
| class-classes | match-matches | boy-boys | life-lives |
| boss-bosses | peach-peaches | day-days | wife-wives |
| dress-dresses | watch-watches | Y: IES | housewife-housewives |
| glass-glasses | beach-beaches | lady-ladies | |
| mass-masses | church-churches | city-cities | |

man-**men** woman-**women** child-**children** tooth-**teeth** foot-**feet**

## CONVERSATION DRILL

| | |
|---|---|
| How many churches are there in your city? | I don't know. |
| Is there a lot of churches in it? | Yes, there's a lot. |
| Do you go to church? | Yes, I do. |
| When do you go? | I go during the weekends. |
| Do you want matches? | Yes, I do. |
| How many matches do you want? | I want several boxes. |
| How many match boxes do you want? | I want a lot. |
| Why? | Because I believe they're necessary. |
| But, why are they necessary? | Because I have to use the matches. |

# LESSON FOUR

**DIALOGUE**

*Mr. Harold*: How do you do, boys and girls? *Children*: How do you do, Mr. Harold? *Mr. Harold*: The class today is about singular and plural. What is the plural of house? *Children*: Houses. *Mr. Harold*: Hour? *Children*: Hours. *Mr. Harold*: Lake? *Children*: Lakes. *Mr. Harold*: Language? *Children*: Languages. *Mr. Harold*: Boss? *Children*: Bosses. *Mr. Harold*: Match? *Children*: Matches. *Mr. Harold*: Dress? *Children*: Dresses. *Mr. Harold*: Foot? *Children*: Foots. *Mr. Harold*: Wrong, it's feet. Child? *Children*: Childs. *Mr. Harold*: Wrong, it's children. Boot? *Children*: Boots. *Mr. Harold*: All right. It's easy. Joe, what is the plural of lady? *Joe*: Now it's difficult. I believe it's ladies. *Mr. Harold*: This city? *Joe*: These cities. *Mr. Harold*: That church? *Joe*: Those churches. *Mr. Harold*: By the way, Joe. Do you go to church every day? *Joe*: No, I don't. I go to the beach. *Mr. Harold*: What do you do there? *Joe*: I swim, I play, I fill up my box with sand, and so on. The beach is not far from my house. *Mr. Harold*: How many times a week do you go to the beach? *Joe*: I go every day. *Mr. Harold*: What do you like to eat? *Joe*: I like to eat peaches. *Mr. Harold*: What do you like to drink? *Joe*: I like do drink many glasses of water. *Mr. Harold*: Please, change these new words to plural. Man. *Joe*: Men. *Mr. Harold*: Woman.

*Joe*: Women. *Mr. Harold*: Tooth. *Joe*: Teeth. *Mr. Harold*: Mass. *Joe*: Masses. *Mr. Harold*: Push. *Joe*: Pushes. *Mr. Harold*: Brush. *Joe*: Brushes. *Mr. Harold*: Life. *Joe*: Lives. *Mr. Harold*: Wife. *Joe*: Wives. *Mr. Harold*: Does your mother work? *Joe*: Yes, she does. She is a housewife. *Mr. Harold*: By the way, what's the plural of housewife? *Joe*: Housewives. *Mr. Harold*: And what's the plural of box? *Joe*: Boxes. *Mr. Harold*: Very good, Mary. *Mary*: Yes. *Mr. Harold*: Is your house near the school? *Mary*: No, my house is far away from it. *Mr. Harold*: Is there much air in the beach? *Mary*: Yes, there's a lot of fresh air there. *Mr. Harold*: All right. Your homework is to fill in the blanks with plurals, in other words, to complete the sentences. Please, use all the plurals you know.

# LESSON FOUR

## GRAMMAR

### A) This, That, These, Those.

Correspondem em Português aos pronomes demonstrativos, sendo que **"this"** indica demonstrativo próximo e **"that"** indica à distância. As duas formas seguintes são seus respectivos plurais. Note inicialmente que em Português os demonstrativos variam quanto ao gênero, o que não acontece em Inglês onde os demonstrativos variam em número.

| EXPS: | | |
|---|---|---|
| | **This boy. (he)** | **These boys. (they)** |
| | **This girl. (she)** | **These girls. (they)** |
| | **This lesson. (it)** | **These lessons. (they)** |

Portanto temos que o plural de **"this"** (êste, esta, isto) é **"these"** (estes, estas, estas coisas). No caso do substantivo precedido pelo demonstrativo estar à distância, usamos **"that"** (aquêle).

| | |
|---|---|
| **That student. (he)** | **Those students. (they)** |
| **That student. (she)** | **Those students. (they)** |
| **That question. (it)** | **Those questions. (they)** |

Podemos então fazer um quadro dos demonstrativos.

| Demonstrative pronouns | singular | plural |
|---|---|---|
| near | THIS | THESE |
| far | THAT | THOSE |

### B) Plurals (exceptions)

Vimos na lição 2 que a regra geral para se formar o plural em Inglês é acrescentar "s" à forma singular da palavra. Existem porém muitas excessões. É nossa intenção registrar aqui as excessões mais comuns, ou então aquelas que possam ser enquadradas como casos frequentes, e que obedeçam a certas formulações sistemáticas.

1º) As palavras já terminadas em **"s"** ou então em sons sibilantes tais como **"ss"**, **"ch"**, **"sh"**, **"x"** formam o plural acrescentando **"es"**.

| EXPS: | | | | | |
|---|---|---|---|---|---|
| | | class-classes | | church-churches | push-pushes |
| | | boss-bosses | | match-matches | "sh" brush-brushes |
| | "ss" | dress-dresses | "ch" | peach-peaches | "x" box-boxes |
| | | glass-glasses | | watch-watches | |
| | | mass-masses | | beach-beaches | |

Obs.: O "es" final é pronunciado como uma sílaba separada.

2º) As palavras terminadas em "y" subdividem-se em dois casos, a saber: "y" precedido de consoante ou de vogal (regra geral).

"y" precedido de vogal; segue a regra geral.

**boy-boys** **day-days**

"y" precedido de consoante; troca-se o "y" por "ie" antes de se acrescentar "s"

**lady-ladies** **city-cities** **vocabulary-vocabularies** melody-melodies

Obs: **"happy" e necessary"** são adjetivos portanto não variam no plural.

3º) Observe a flexão das palavras:

**life-lives** **wife-wives** **housewife-housewives**

4º) As palavras seguintes escapam de tôda e qualquer formulação, logo cada uma das suas formas plurais deve ser decorada. Cuidado para não formar plurais análogos a êstes com palavras parecidas com estas pois o recurso não é válido.

**EXPS: man-men** **woman-women** **child-children** **tooth-teeth** **foot-feet**

Obs: **boot-boots** (regra geral)

# LESSON FOUR

**EXERCISES**

**1º)** **Fill in the blanks with "this" or "these".**

_____exercise is easy but_____lessons are difficult.

_____boys are very tired.

_____chair is very comfortable.

_____books are very interesting.

_____money is not in the wallet.

_____letters are for you.

**2º)** **Fill in the blanks with "that" or "those".**

_____is my pen.

_____books are for the teacher.

_____boy and_____girls are very intelligent.

_____box is full of matches.

_____houses are near_____lake.

**3º)** **Change to plural.**

child_____ lady_____

foot_____ hour_____

box_____ glass_____

peach_____ class_____

student_____ house_____

**4º)** **Change to plural.**

This is a box of matches.

a) _____

b) _____

This is a boot for my foot.

a) _____

b) _____

This is a peach for my boss.

a) _____

b) _____

This is a watch for the girl.

a) _____

b) _____

That is an easy lesson.

a) _____

b) _____

This is a singular sentence.

a) _____

b) _____

That book is for the child.

a) _____

b) _____

This class is for the student.

a) _____

b) _____

This glass is for that lady.

a) _____

b) _____

The box is in the house.

a) _____

b) _____

# LESSON FIVE

## VOCABULARY

### VERBS

**close, closed, closed** — fechar
**correct, corrected, corrected** — corrigir
**open, opened, opened** — abrir
**pick, picked, picked** — pegar
**sit, sat, sat** — sentar
**speak, spoke, spoken** — falar
**stand, stood, stood** — levantar, ficar em pé
**underline, underlined, underlined** — sublinhar
**walk, walked, walked** — andar

### IDIOMATIC EXPRESSIONS

**at home** — em casa
**at night** — à noite
**good night** — boa noite
**go on** — continuar
**go out** — sair, ir para fora
**go out with** — sair com
**pick up** — pegar, levantar
**sit down** — sentar-se
**stand up** — levantar-se
**that's enough** — chega, é suficiente

### OTHER WORDS

**action** — ação
**additional** — adicional
**at** — em
**building** — prédio
**cafeteria** — restaurante (automático)
**cheap** — barato
**correct** — correto
**doctor** — doutor
**drugstore** — farmácia
**enough** — suficiente
**expensive** — caro
**father** — pai
**gee!** — puxa!
**hi!** — ola!
**home** — casa (lar)
**immediate** — imediato
**immediately** — imediatamente
**information** — informação
**into** — para dentro (prep.)
**nice** — bom, agradável
**notebook** — caderno
**nurse** — enfermeira
**old** — velho
**parents** — progenitores
**pretty** — bonito
**secretary** — secretária
**short** — baixo
**tall** — alto
**then** — então
**time** — tempo, hora
**unusual** — incomum
**usual** — usual, comum
**usually** — usualmente
**work** — trabalho
**young** — jovem

## PRONUNCIATION DRILL

| | |
|---|---|
| I do not | I **don't** like this. |
| You do not | You **don't** go to school. |
| He does not | He **doesn't** know the lesson. |
| She does not | She **doesn't** study English. |
| It does not | It **doesn't** work. |
| We do not | We **don't** stand up. |
| You do not | You **don't** open the book. |
| They do not | They **don't** answer the questions. |

## CONVERSATION DRILL

| | |
|---|---|
| Do you have a secretary? | Yes, I do. |
| Does she speak English? | Yes, she does. |
| Is she American? | No, she isn't. |
| Does she work much? | Yes, she does. |
| Does she write many letters? | Yes, she writes a lot of letters. |
| Does she type? | Yes, she does. |
| Does she correct your sentences? | No, it's not necessary. |
| Why not? | Because I never say wrong **sentences.** |
| Are all the sentences correct? | Yes, they are. |
| Are you sure? | Yes, I am. |

# LESSON FIVE

**DIALOGUE**

*Linda*: Hi, Jack! *Jack*: Hi! *Linda*: What do you do every morning? *Jack*: I say good bye to my parents and I go to work. I walk to my office, I open the door, I walk into the room, I say good morning to my secretary, I walk to my chair and I sit down. These are my usual actions. *Linda*: Do you really have a secretary? *Jack*: Yes, I do. *Linda*: What does she do? *Jack*: Well, she does many things. She writes letters, she underlines the important words when it's necessary, and so on. *Linda*: Does she have immediate answers to all your questions? *Jack*: Yes, she usually does. She picks up the notebooks, she corrects the wrong sentences and she goes on with her work for the rest of the day. *Linda*: Where do you eat? *Jack*: When it's time to eat I go to the cafeteria. *Linda*: Does your secretary go to the cafeteria with you? *Jack*: Yes, she does. There are not many cafeterias near the offiee. *Linda*: What do you do when it's time to go home? *Jack*: I stand up, I say good night to my secretary, and I go out of the building. Then, I go home immediately. At night, I usually go out with my wife. *Linda*: That's very nice. What does your father do? *Jack*: He works at home but he doesn't work very much because he goes to the drugstore every day. He has a cheap car and an expensive house. By the way, the car is old but the house is new. *Linda*: Why does he go to the drugstore every day? *Jack*: Because he usually goes to the doctor. *Linda*: But why? *Jack*: Gee! That's enough! I believe it's because the nurse is there. She is not very tall. She is short, but she's young and pretty. *Linda*: I didn't ask you that. *Jack*: I know, it's just an additional information. *Linda*: I have to say it's a very unusual additional information. *Jack*: That's correct.

# LESSON FIVE

## GRAMMAR

### PRESENT TENSE

O **"Present Tense"** descreve em Inglês uma ação habitual.

Já vimos na lição 1 um caso particular de presente, ou seja, o presente do verbo **"To Be"**. Acontece que êste verbo é forte (dispensa auxiliar) ao passo que a maioria dos verbos em Inglês precisa do auxiliar, logo a formação de tempo presente tratando-se de caso geral é gramàticalmente diferente daquela vista na primeira lição.

O auxiliar do tempo presente é o verbo **"to do"** (não tem tradução quando usado como auxiliar). Êle será solicitado tôdas as vêzes que precisarmos formar o negativo e o interrogativo.

Cumpre registrar também que quase todos os verbos apresentam um **"s"** final, quando colocados na terceira pessoa do singular, e que as demais pessoas são iguais ao infinito em forma. Vamos ilustrar tudo isso por meio de um exemplo. Seja o exemplo conjugar o verbo **"to like"** no presente (afirmativo, negativo e interrogativo)

**AFFIRMATIVE**

| | |
|---|---|
| **I like** | **It likes** |
| **You like** | **We like** |
| **He likes** | **You like** |
| **She likes** | **They like** |

**NEGATIVE**

Sempre que fizemos uma sentença negativa vamos utilizar a palavra **"not"**. Vamos transcrever sòmente a primeira pessoa do singular e tentar ver onde poderíamos talvez encaixar a palavra **"not"**.

**———I———like———** (1)

Como vêem, **"I like"** é a forma afirmativa correta, e **"not"** é a palavra necessária para torná-la negativa. Mas a palavra **"not"** não pode ser inserida em nenhum dos três espaços pelo seguinte:

A palavra **"not"**, negando a sentença, nega mais especìficamente a ação verbal (excluído o primeiro espaço). Acontece ainda que o verbo **"to like"** é fraco (precisa de auxiliar) logo êle não tem recursos para levar em nenhum dos lados (espaços) a palavra **"not"** (segundo e terceiro espaços excluídos).

Já que o nosso verbo é fraco e nós temos que formar o negativo, a única saída é recorrermos a um verbo mais forte, o auxiliar **"to do"**. Agora ficamos assim:

**———I———do———like———** (2) (forma enfática, vide lição 57)

Pelo que foi visto acima, fica evidente que o espaço próprio agora é o terceiro, logo, temos a forma negativa.

**I do not like.** (3)

O "s" final das terceiras pessoas também passa para o auxiliar. O verbo fraco se acomoda com a presença do auxiliar e não carrega mais nem mesmo o "s" da terceira pessoa do singular. Repetindo os passos (1). (2) e (3) num caso 3ª pessoa singular, temos:

——————He——————likes—————— (1)

——————He——————does——————like—————— (2)

**He does not like.** (3)

Obs: As formas (2) embora intermediárias, existem e serão estudadas melhor na lição 57. As formas (1) são o afirmativo, do qual partimos. As formas (3) são o negativo, ao qual chegamos.

Observe as contrações: **do not-don't; does not-doesn't**

| | |
|---|---|
| **I don't like** | **It doesn't like** |
| **You don't like** | **We don't like** |
| **He doesn't like** | **You don't like** |
| **She doesn't like** | **They don't like** |

INTERROGATIVE

O recurso usado para formar o interrogativo é a inversão. Na lição 1, invertemos o verbo **"to be"** (forte) com o pronome. Acontece que o verbo **"to like"**, sendo fraco não tem recursos para tal, logo êle chama novamente o auxiliar **"to do"**. Vamos retomar as formas (2) do exemplo anterior, onde já se nota a presença do auxiliar, o qual é então invertido com o pronome.

**I do like (2) — Do I like?**
**He does like (2) — Does he like?**

Conjugando para tôdas as pessoas fica:

| | |
|---|---|
| **Do I like?** | **Does it like?** |
| **Do you like?** | **Do we like?** |
| **Does he like?** | **Do you like?** |
| **Does she like?** | **Do they like?** |

Obs: Foi usado, para efeito de raciocínio o verbo "to like" como poderia ter sido usado um outro verbo fraco qualquer. Para sintetizar essa gramática, vamos ver um quadro remissivo das três formas apresentadas, porém trocando sempre o verbo "to like" por outro.

| AFFIRMATIVE | NEGATIVE | INTERROGATIVE |
|---|---|---|
| **I study** | **I don't study** | **Do I study?** |
| **You ask** | **You don't ask** | **Do you ask?** |
| **He has** | **He doesn't have** | **Does he have?** |
| **She says** | **She doesn't say** | **Does she say?** |
| **It goes** | **It doesn't go** | **Does it go?** |
| **We drink** | **We don't drink** | **Do we drink?** |
| **You eat** | **You don't eat** | **Do you eat?** |
| **They play** | **They don't play** | **Do they play?** |

# LESSON FIVE

## EXERCISES

1º) Underline the correct word:

A) The teacher (walk, walks) into the room.
B) My friends (like, likes) to study English.
C) My friend (like, likes) to study English.
D) She (close, closes) the door.
E) I (close, closes) the door.
F) John (has, have) a new pen.
G) Mary (has, have) a new dress.
H) John and Mary (has, have) a lot of money.
I) The student (sit, sits) on his chair.
J) The teacher (correct, corrects) our pronunciation.
K) They (go, goes) to the cafeteria.
L) I (go, goes) to the cafeteria.
M) She (go, goes) to the cafeteria.
N) The boy (go, goes) to the cafeteria.
O) The secretary (write, writes) a letter.
P) The boy and the girl (walk, walks) into the room.
Q) The boy and the girl (sit, sits) down.
R) The boy (sit, sits) down.
S) I (pick, picks) up my notebook.
T) He (pick, picks) up his notebook.

2º) Change the final sentences to negative and interrogative:

A) _____
B) _____
C) _____
D) _____
E) _____
F) _____
G) _____
H) _____
I) _____
J) _____
K) _____
L) _____
M) _____
N) _____
O) _____
P) _____
Q) _____
R) _____
S) _____
T) _____

# LESSON SIX

## VOCABULARY

### VERBS

**buy, bought, bought** — comprar
**can, could** — poder
**cost, cost, cost** — custar
**count, counted, counted** — contar
**explain, explained, explained** — explicar
**listen, listened, listened** — escutar
**need, needed, needed** — precisar, necessitar
**pay, paid, paid** — pagar

### IDIOMATIC EXPRESSIONS

**go ahead** — ir em frente, continuar
**not any more** — não mais
**O.K.** — O.K.
**up to** — até

### OTHER WORDS

**one** — um
**two** — dois
**three** — três
**four** — quatro
**five** — cinco
**six** — seis
**seven** — sete
**eight** — oito
**nine** — nove
**ten** — dez
**eleven** — onze
**twelve** — doze
**thirteen** — treze
**fourteen** — quatorze
**fifteen** — quinze
**sixteen** — dezesseis
**seventeen** — dezessete
**eighteen** — dezoito
**nineteen** — dezenove
**twenty** — vinte
**thirty** — trinta
**forty** — quarenta
**fifty** — cinquenta
**sixty** — sessenta
**seventy** — setenta
**eighty** — oitenta
**ninety** — noventa
**hundred** — cem
**thousand** — mil
**million** — milhão
**certain** — certo
**certainly** — certamente
**comfortably** — confortàvelmente
**correctly** — corretamente
**easily** — fàcilmente
**final** — final
**finally** — finalmente
**following** — seguinte
**happily** — felizmente
**idea** — idéia
**nearly** — aproximadamente
**necessarily** — necessàriamente
**number** — número
**only** — sòmente, apenas
**surely** — certamente, com certeza, decerto
**up** — para cima

## PRONUNCIATION DRILL

| | | | |
|---|---|---|---|
| **one** | **eleven** | **thirty** | L-LLY |
| **two** | **twelve** | **forty** | **real-really** |
| **three** | **thirteen** | **fifty** | **final-finally** |
| **four** | **fourteen** | **sixty** | **usual-usually** |
| **five** | **fifteen** | **seventy** | Y-ILY |
| **six** | **sixteen** | **eighty** | **happy-happily** |
| **seven** | **seventeen** | **ninety** | **easy-easily** |
| **eight** | **eighteen** | **a hundred** | -LY |
| **nine** | **nineteen** | **a thousand** | **certain-certainly** |
| **ten** | **twenty** | **a million** | **correct-correctly** |

## CONVERSATION DRILL

| | |
|---|---|
| Are you interested in your work? | Yes, I am. |
| Are you happy in your work? | Yes, I am. |
| Do you work a lot? | Yes, I do. |
| How much time do you work every day? | I work eight hours. |
| Where do you work? | I work in an office. |
| Is your office comfortable? | Very much. |
| How many doors does it have? | It has only one door. |
| How many windows does it have? | It has four windows. |
| Do you type? | Yes, I do. |
| How many letters do you type every day? | Nearly ten. |

# LESSON SIX

**DIALOGUE**

*Jim*: Do you know how to count up to twenty? *Charlotte*: I surely do. Listen: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. *Jim*: That's correct. You count correctly. Please, go on. *Charlotte*: Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty. *Jim*: That's O.K. You count easily. Go ahead, but count the one word numbers only. *Charlotte*: Yes, forty, fifty, sixty, seventy, eighty, ninety, a hundred, a thousand, a million. Is that finally enough? *Jim*: Yes, it is. *Charlotte*: Do you have a car? *Jim*: No, I have to buy one but it's very expensive. I don't have enough money to pay for it. *Charlotte*: How much does it cost? *Jim*: It costs nearly four thousand dollars. *Charlotte*: And how much do you have? *Jim*: I have only twelve hundred dollars. My father certainly has money, but I'm certain that he says "no", in case I ask for money. *Charlotte*: Not necessarily. You don't know your father very well. You need to ask. In case he answers "yes", then you can buy the car immediately. Please, do the following. Speak to your father about the money. *Jim*: Good idea. *Charlotte*: If you really buy the car, then you don't have to walk any more. You can use the car happily and comfortably. What's your final word? *Jim*: Gee! I have to explain that to my father and he has to understand it.

# LESSON SIX

## GRAMMAR

### A) Numbers

Evidentemente é necessário o conhecimento da numeração em Inglês. Comecemos nesta ução pelos numerais cardinais (ordinais na lição 7).

O ideal seria memorizar os números olhando para seus algarismos arábicos e para seus respectivos nomes em Inglês.

| | | | |
|---|---|---|---|
| 1 | one | 30 | thirty |
| 2 | two | 40 | forty |
| 3 | three | 41 | forty-one |
| 4 | four | 42 | forty-two |
| 5 | five | 43 | forty-three |
| 6 | six | 44 | forty-four |
| 7 | seven | 45 | forty-five |
| 8 | eight | 46 | forty-six |
| 9 | nine | 47 | forty-seven |
| 10 | ten | 48 | forty-eight |
| 11 | eleven | 49 | forty-nine |
| 12 | twelve | 50 | fifty |
| 13 | thirteen | 60 | sixty |
| 14 | fourteen | 70 | seventy |
| 15 | fifteen | 80 | eighty |
| 16 | sixteen | 90 | ninety |
| 17 | seventeen | 100 | a hundred |
| 18 | eighteen | 900 | nine hundred |
| 19 | nineteen | 1.000 | a thousand |
| 20 | twenty | 1.000.000 | a million |
| 21 | twenty-one | 2.000.000 | two million |

Obs: É bom notar desde já que até **"twenty"** todos os números são de uma só palavra, em Inglês, e que a partir de **"twenty-one"** os números podem apresentar-se em uma, duas ou mais palavras (com traço de união conforme exemplo).

Obs: Os números entre 13 e 19 terminam em **"teen"**. Um jovem com idade entre essas duas, é chamado **"teenager"**. inclusive,

Obs: As palavras **"hundred"**, **"thousand"**, **"million"**, não variam no plural, como numerais.

**EXPS:**

**3.000.000 - three million**
**4.000 - four thousand**
**700 - seven hundred**

Entretanto podem variar no plural se por exemplo indicarem uma quantidade grande e não muito bem definida.

**EXPS:**

**I have hundreds of friends.**
**I have thousands of books.**
**I have millions of dollars.**

Usando a tabela acima e fazendo combinações é possível escrever todo e qualquer número.

**EXPS:**

89 - **eighty-nine**
114 - **one hundred and fourteen**
344 - **three hundred and forty-four**
765 - ***seven hundred and sixty-five***
3.256 - **three thousand, two hundred and fifty-six**
45.647 - **forty-five thousand, *six hundred and forty-seven***
161.870 - **one hundred and sixty-one thousand, eight hundred and seventy**
1.364.571 - **a million, three hundred and sixty-four thousand, *five hundred and seventy-one***
2.515.198 - **two million, five hundred and fifteen thousand, one hundred and ninety-eight**

Obs: É costume dividir os números de quatro algarismos, em casas de dois e fazer a leitura do mesmo como se fôsse duas dezenas. Essa regra é muito usada para datas (vide lição 7).

**EXPS:**

| | | | |
|---|---|---|---|
| **1822** | **eighteen twenty-two** | **or** | **one thousand eight hundred and twenty-two** |
| **1984** | **nineteen eighty-four** | **or** | **one *thousand* nine hundred and eighty-four** |
| **1525** | **fifteen twenty-five** | **or** | **one thousand five hundred and twenty-five** |
| **1749** | **seventeen forty-nine** | **or** | **one thousand seven hundred *and* forty-nine** |
| **1675** | ***sixteen* seventy-five** | **or** | **one thousand six hundred and seventy-five** |

**B) o sufixo "LY"**

Já apareceram em lições anteriores os seguintes adjetivos e advérbios:

**real-really; usual-usually; immediate-immediately**

Pelas traduções apresentadas quando essas palavras apareceram no vocabulário percebe-se que o radical **"LY"** equivale à terminação "MENTE" do Português. É interessante encarar os advérbios (quase todos terminam em **"ly"**) sob dois aspectos: formação e uso

## Formação dos advérbios

Como vimos o advérbio é formado acrescentando-se **"ly"** ao adjetivo.

**EXPS: sure-surely; correct-correctly; certain-certainly; immediate-immediately; near-nearly**

Obs: Se o adjetivo terminar em **"L"** o advérbio fica com dois **"L"** seguidos.

**EXPS: usual-usually; real-really; final-finally**

*Obs: Adjetivos terminados em "Y", trocam-no por "i" antes de acrescentar "ly"*

**EXPS: easy-easily; happy-happily; necessary-necessarily**

*Obs. Veja a palavra* ***comfortable-comfortably***

Exceção: **good-well**

## Uso dos advérbios

Apenas é bom lembrar que assim como o adjetivo modifica o substantivo (dá-lhe uma qualidade), o advérbio modifica o verbo (descreve o modo pelo qual a ação é praticada).

**EXPS:**

**It is an easy question.**
**I can answer it easily.**
**It is a comfortable chair.**
***I can sit comfortably.***
**The sentence is correct because I write correctly.**
**It's good to know you are well.**

# LESSON SIX

## EXERCISES

1º) Write the following numbers:

17 _____ 10.774 _____

70 _____ 45.251 _____

184 _____ _____

565 _____ 99.422 _____

1379 _____ _____

or _____ 325.646 _____

5634 _____ _____

or _____ 1.634.495 _____

8796 _____ _____

or _____ 12.129.811 _____

2º) Underline the correct word.

Debbie is a (good, well) student.
I speak English (good, well).
I am a (good, well) teacher.
My secretary types very (good, well).
My pen writes (good, well).
Joe is a (good, well) professional singer.
It is (necessary, necessarily) for me to buy a car.
The questions are (easy, easily).
The doctor comes (immediate, immediately).
I have a (comfortable, comfortably) chair in my room.
Are all the sentences (correct, correctly)?
She plays (happy, happily) because she is (happy, happily).

# LESSON SEVEN

## VOCABULARY

### VERBS

**choose, chose, chosen** — escolher
**ring, rang, rung** — tocar, soar
**rob, robbed, robbed** — assaltar
**run, ran, run** — correr
**steal, stole, stolen** — roubar
**telephone, telephoned, telephoned** — telefonar

### IDIOMATIC EXPRESSIONS

**at all** — absolutamente
**give a ring** — dar um telefonema
**in time** — em tempo
**that's why** — é porisso

### OTHER WORDS

**first** — primeiro
**second** — segundo
**third** — terceiro
**fourth** — quarto
**fifth** — quinto
**sixth** — sesto
**seventh** — sétimo
**eighth** — oitavo
**ninth** — nono
**tenth** — décimo
**eleventh** — décimo primeiro
**twelfth** — décimo segundo
**thirteenth** — décimo terceiro
**fourteenth** — décimo quarto
**fifteenth** — décimo quinto
**sixteenth** — décimo sesto
**seventeenth** — décimo sétimo
**eighteenth** — décimo oitavo
**nineteenth** — décimo nono
**twentieth** — vigésimo
**thirtieth** — trigésimo
**fortieth** — quadragésimo
**fiftieth** — quinquagésimo
**sixtieth** — sexagésimo
**seventieth** — septuagésimo
**eightieth** — octagésimo
**ninetieth** — nonagésimo
**one hundredth** — centésimo
**one thousandth** — milésimo
**one millionth** — milionésimo
**adverb** — advérbio
**always** — sempre
**as** — como
**awful** — terrível, horrível
**besides** — além disso
**cardinal** — cardinal
**careful** — cuidadoso
**clever** — habilidoso
**complete** — completo
**dilligent** — diligente
**dirty** — sujo
**examination** — exame
**extremely** — extremamente
**half** — meio, metade
**hard** — duro, difícil
**loudly** — alto (som) (adv.)
**numerical** — numérico
**order** — ordem
**ordinal** — ordinal
**slowly** — vagarosamente
**soft** — mole
**sport** — esporte
**telephone** — telefone
**thief** — ladrão (pl. thieves)
**turtle** — tartaruga
**stuff** — coisa, substância

## PRONUNCIATION DRILL

**clever - cleverly**
**careful - carefully**
**complete - completely**
**diligent - diligently**
**extreme - extremely**

## CONVERSATION DRILL

Is this the first car you buy?
Are you sure?
How many cars do you have?
Are they good?
Who is the first student in your class?
And who is the second?
And who's the third?
Is Paul the fourth?
Does he study much?
Why not?

No, it's the second.
Yes, I am.
I have two, a sixty-two and a new one.
Certainly.
I am.
Larry is the second.
Charlotte is the third.
No, he's eleventh or twelfth.
No, he doesn't.
Because he doesn't have time.

# LESSON SEVEN

**DIALOGUE**

*Mr. Harold*: Do you know the homework, Linda? *Linda*: Yes, I do. I know all the adverbs very well. I always write my homework in time because I'm a dilligent student. My lesson about cardinals and ordinals is complete. *Mr. Harold*: Can you write all the cardinals and ordinals in numerical order? *Linda*: Yes, I can. *Mr. Harold*: All right. You're a very good student. You have extremely hard examinations but you don't say they're difficult at all. Do you know the homework, John? *John*: Well, I don't know it because it's very difficult. *Mr. Harold*: I know you very well. You are an awful student. You just don't study. Besides, you're a soft boy. You don't like sports, you run slowly as a turtle and of course you never go to school in time. That's why you never understand the lessons. Can you speak about the adverbs? *John*: No, I can't. *Mr. Harold*: Can you speak about the ordinals? *John*: No, I can't. *Mr. Harold*: Well. Can you speak about the thieves, then? *John*: Yes, I can. The thieves are very clever and careful. They always choose a nice house to rob. They give a ring. The telephone rings loudly. They telephone many times during half an hour. If no one answers, they rob the house. They steal many things. *Mr. Harold*: What do they steal? *John*: They steal watches, money, pens and all expensive stuff. *Mr. Harold*: That surely is awful. That's a very dirty idea. Do you know the ordinals, Linda? *Linda*: Yes, I do. *Mr. Harold*: What are they? *Linda*: First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth. . . *Mr. Harold*: Very good. You are the first student in this class. Please, go ahead. *Linda*: Thirtieth, fortieth, fiftieth, sixtieth, seventieth, eigthtieth, ninetieth, one hundredth, one thousandth, one millionth.

# LESSON SEVEN

## GRAMMAR

### A) Numerais ordinais

Para estudarmos os numerais ordinais vamos nos apoiar sôbre os nossos conhecimentos acêrca dos cardinais (lição 6). Assumindo então que o aluno domine os cardinais apresentamos agora algumas regras para transforma-los em ordinais.

Regra geral: Acrescenta-se **"th"** ao cardinal e obtem-se o ordinal .

| | | | | |
|---|---|---|---|---|
| **EXPS:** | **4** | **four** | **4th** | **fourth** |
| | **11** | **eleven** | **11th** | **eleventh** |

Se o número terminar em "t" acrescenta-se apenas o **"h'.**

| | | | | |
|---|---|---|---|---|
| **EXP:** | **8** | **eight** | **8th** | **eighth** |

Examine atentamente os exemplos:

| | | | |
|---|---|---|---|
| **5** | **five** | **5th** | **fifth** |
| **9** | **nine** | **9th** | **ninth** |
| **12** | **twelve** | **12th** | **twelfth** |

Os números terminados em **"y"** (dezenas exatas) trocam-no por **"ie"** antes do **"th".**

| | | | |
|---|---|---|---|
| **20** | **twenty** | **20th** | **twentieth** |
| **50** | **fifty** | **50th** | **fiftieth** |

Os ordinais abaixo não terminam em **"th"** e não seguem qualquer regra, logo devem ser decorados.

| | | | |
|---|---|---|---|
| **1** | **one** | **1st** | **first** |
| **2** | **two** | **2nd** | **second** |
| **3** | **three** | **3rd** | **third** |

Nos números formados de duas ou mais palavras, só a última é que se flexiona (de acôrdo com algum dos ítens anteriores) porém o hífen permanece sempre.

| | | |
|---|---|---|
| **EXPS:** | **twenty-one** | **21st twenty-first** |
| | **eighty-seven** | **87th eighty-seventh** |
| | **two hundred and sixty-four 264th** | **two hundred and sixty-fourth** |

QUADRO DE ORDINAIS

| | |
|---|---|
| **1st-first** | **30th-thirtieth** |
| **2nd-second** | **40th-fortieth** |
| **3rd-third** | **41st-forty-first** |
| **4th-fourth** | **42nd-forty-second** |
| **5th-fifth** | **43rd-forty-third** |
| **6th-sixth** | **44th-forty-fourth** |
| **7th-seventh** | **45th-forty-fifth** |
| **8th-eighth** | **46th-forty-sixth** |
| **9th-ninth** | **47th-forty-seventh** |
| **10th-tenth** | **48th-forty-eighth** |
| **11th-eleventh** | **49th-forty-ninth** |
| **12th-twelfth** | **50th-fiftieth** |
| **13th-thirteenth** | **60th-sixtieth** |
| **14th-fourteenth** | **70th-seventieth** |
| **15th-fifteenth** | **80th-eightieth** |
| **16th-sixteenth** | **90th-ninetieth** |
| **17th-seventeenth** | **100th-one hundredth** |
| **18th-eighteenth** | **200th-two hundredth** |
| **19th-nineteenth** | **1000th-one thousandth** |
| **20th-twentieth** | **1000000th-one millionth** |

**Obs: Os ordinais podem ser usados também como fracionários:**

**EXPS: 1/3 one third; 1/4 one fourth; 1/6 one sixth; 1/10 one tenth 1/100 one hundredth. Exceção: 1/2 one half**

## B) O radical "ly" (continuação)

Na lição anterior vimos uma série de adjetivos e seus advérbios correspondentes (ly). Assim sendo é de se esperar que cada vêz que o aluno veja um nôvo adjetivo, êle seja capaz de deduzir por si próprio a sua forma adverbial. Por outro lado, dada uma forma adverbial qualquer, o aluno pode, subtraindo a terminação "ly" perceber qual foi o adjetivo que lhe deu origem.

**EXPS: careful, carefully; clever, cleverly; slow, slowly; complete, completely; extreme, extremely; dilligent, dilligently.**

# LESSON SEVEN

## EXERCISES

1º) Write the following numbers in cardinals and ordinals.

| | | | |
|---|---|---|---|
| 1 | _____ | 33 | _____ |
| 1st | _____ | 33rd | _____ |
| 2 | _____ | 58 | _____ |
| 2nd | _____ | 58th | _____ |
| 3 | _____ | 71 | _____ |
| 3rd | _____ | 71st | _____ |
| 4 | _____ | 89 | _____ |
| 4th | _____ | 89th | _____ |
| 10 | _____ | 115 | _____ |
| 10th | _____ | 115th | _____ |
| 17 | _____ | 138 | _____ |
| 17th | _____ | 138th | _____ |
| 20 | _____ | 200 | _____ |
| 20th | _____ | 200th | _____ |
| 22 | _____ | 1023 | _____ |
| 22nd | _____ | 1023rd | _____ |

2º) Choose the correct word. (Adjective or adverb)

The thieves are very (clever, cleverly).
I feel very (good, well) now.
The turtle runs (slow, slowly).
The teacher never speaks (soft, softly).
My car is a (slow, slowly) one.
He always works (dilligent, dilligently).
The telephone rings (loud, loudly).
She studies the lessons (careful, carefully).
My lessons are (real, really) difficult.
That sport is (awful, awfully) hard to play.
The examinations are (extreme, extremely) easy.
My car is (complete, completely) dirty.
This pen writes (good, well).
Mr. John is a (real, really) good man.

# LESSON EIGHT

## VOCABULARY

### VERBS

**abbreviate, abbreviated, abbreviated** — abreviar
**learn, learned, learned** — aprender
**memorize, memorized, memorized** — memorizar
**mention, mentioned, mentioned** — mencionar
**pronounce, pronounced, pronounced** — pronunciar
**see, saw, seen** — ver
**teach, taught, taught** — ensinar
**think, thought, thought** — pensar

### IDIOMATIC EXPRESSIONS

**be sorry** — sentir muito, estar triste
**by heart** — de cor, memorizado
**don't mention it** — não mencione isso, de nada
**Holy cow!** — Puxa! (grande espanto)
**how old are you?** — qual é sua idade?
**how old is he?** — Qual é a idade dêle ?
**I see** — eu vejo, compreendo
**pay attention** — prestar atenção
**see you later** — vejo-o mais tarde, até logo

### OTHER WORDS

**January** — janeiro
**February** — fevereiro
**March** — março
**April** — abril
**May** — maio
**June** — junho
**July** — julho
**August** — agôsto
**September** — setembro
**October** — outubro
**November** — novembro
**December** — dezembro
**abbreviation** — abreviação
**after** — depois
**any** — algum (a)
**attention** — atenção
**before** — antes
**between** — entre (dois)
**birthday** — aniversário
**Brazil** — Brasil
**by** — por (prep.)
**calendar** — calendário
**Christmas** — Natal
**date** — data
**date** — encontro
**holiday** — feriado
**idiot** — idiota
**independence** — independência
**Labor Day** — Dia do Trabalho
**Leap Year** — ano bissexto
**month** — mês
**so** — então
**so** — tal (coisa)
**sorry** — triste, chateado
**square** — quadradão, bôbo
**United States** — Estados Unidos
**year** — ano

## PRONUNCIATION DRILL

What day is today?

| | | | |
|---|---|---|---|
| 1/1st | It's January **first** | 7/13th | It's July **thirteenth** |
| 2/2nd | It's February **second** | 8/16th | It's August **sixteenth** |
| 3/3rd | It's March **third** | 9/20th | It's September **twentieth** |
| 4/5th | It's April **fifth** | 10/24th | It's October **twenty-fourth** |
| 5/9th | It's May **ninth** | 11/27th | It's November **twenty-seventh** |
| 6/12th | It's June **twelfth** | 12/30th | It's December **thirtieth** |

## CONVERSATION DRILL

How old are you?
When is your birthday?
How old is Larry?
Holy cow!
He's very old.
When is his birthday?
Are you sure of that date?
What's the date today?
Thank you very much.
See you later.

I am nineteen years old.
November eleventh.
He's twenty-six.
What?
I don't think so.
April twenty-eighth.
Yes, I am. I know it by heart.
Today is August twenty-fifth.
Don't mention it.
See you.

# LESSON EIGHT

**DIALOGUE**

*Jack*: Hi Debbie! *Debbie*: Hi Jack! *Jack*: I have to learn the months of the year. Can you teach me? *Debbie*: Of course, I can. How many months are there in a year? *Jack*: Holy cow! There are twelve. I know that. What do you think I am? An idiot or a square? *Debbie*: I'm sorry. *Jack*: I just want to learn how to pronounce the months correctly. *Debbie*: O.K. Pay attention. January is the first. February is the second. March is the third. April is the fourth. Your attention, please. May is the fifth. June is the sixth. *Jack*: What's the seventh month? *Debbie*: July. *Jack*: What's the eighth? *Debbie*: August. *Jack*: What's the ninth? *Debbie*: September. October is after September. November is after October but it's before December. *Jack*: So, November is between October and December. Thank you very much. *Debbie*: Don't mention it. *Jack*: Now I have to memorize the months. When is your birthday? *Debbie*: My birthday is July fifteenth. *Jack*: How old are you? *Debbie*: I am twenty-three years old. And how old are you? *Jack*: I am nineteen. When is Labor Day? *Debbie*: May first. *Jack*: When is independence day in the U.S.? *Debbie*: July fourth. *Jack*: When is independence day in Brazil? *Debbie*: September seventh. *Jack*: Very good. Do you know any other holiday? *Debbie*: Yes, I do. For example, Christmas. *Jack*: When is it? *Debbie*: December twenty-fifth. *Jack*: I see. Can you abbreviate the months? *Debbie*: Surely I can. I know all the abbreviations. *Jack*: Can you see the calendar? What's the date today? *Debbie*: Today is August twenty-fifth. Do you know the months by heart now? *Jack*: I believe so. Is this a Leap Year? *Debbie*: I don't know. How many days are there in February this year? *Jack*: There are only twenty-eight. *Debbie*: So, it's not Leap Year. Well, good bye, Jack. I have to go now. I have a date with Gary. *Jack*: How old is he? *Debbie*: He's twenty-six. *Jack*: O.K. See you later.

# LESSON EIGHT

## GRAMMAR

### DATES

Existem alguns modos de se escrever uma data em Inglês. O mais usado (inclusive para correspondência) segue a disposição seguinte: mês, dia (ordinal), ano.

**EXPS:**

**May fourteenth, nineteen sixty-five**
**April eighteenth, nineteen forty-eight**
**December second, eighteen sixty-two**
**August twenty-fifth, nineteen sixty-seven**
**October seventh, nineteen fifty-five**
**June first, nineteen fifty-four**

Note que nas datas escritas acima não existe vírgula entre o mês e o dia. Cuidado com o fato de que a ordem é a mesma no caso da data ser representada abreviadamente por números, ou seja, o número do mês vem antes do número correspondente ao dia.

| | | |
|---|---|---|
| **EXPS:** | **May fourteenth, nineteen sixty-five** | **5/14th/1965** |
| | **April eighteenth, nineteen forty-eight** | **4/18th/1948** |
| | **December second, eighteen sixty-two** | **12/ 2nd/1862** |
| | **August twenty-fifth, nineteen sixty-seven** | **8/25th/1967** |
| | **October seventh, nineteen fifty-five** | **10/ 7th/1955** |

Obs: O nome do mês se apresenta sempre com letra inicial maiúscula (vide lição 9)

Obs: Para se escrever o numeral correspondente ao ano, usa-se dividí-lo em casa de dois algarismos e ler como se fôssem duas dezenas, conforme observação já feita na lição anterior.

# LESSON EIGHT

**EXERCISES**

1º) Write the following dates:

4/30th/1944 _____

12/17th/1876 _____

5/25th/1961 _____

10/18th/1958 _____

1/31st/1964 _____

9/28th/1920 _____

5/8th/1923 _____

8/13th/1956 _____

4/ 4th/1918 _____

4/10th/1959 _____

9/ 6th/1962 _____

1/ 5th/1946 _____

12/11th/1962 _____

2º) Abbreviate the following dates.

May seventh, nineteen sixty-seven ____/____/____

October thirty-first, nineteen eighteen ____/____/____

June first, nineteen fifty-four ____/____/____

February fifteenth, eighteen eighty-eight ____/____/____

November twenty-second, nineteen sixty-one ____/____/____

3º) Answer the questions:

When is Labor Day?

_____

When is Christmas?

_____

When is your birthday?

_____

What day is it today?

_____

What day is Independence Day in the U.S.?

_____

When is Indepedence Day in Brazil?

_____

# LESSON NINE

## VOCABULARY

### VERBS

**come, came, come** — vir
**live, lived, lived** — viver, morar
**rest, rested, rested** — descansar
**return, returned, returned** — retornar
**travel, travelled, travelled** — viajar

### IDIOMATIC EXPRESSIONS

**all over** — em todo lugar
**be born (in)** — ser nascido (em)
**come back** — voltar, retornar
**on business** — em negócio
**on Mondays** — às segundas-feiras
**think about** — pensar em (sôbre)

### OTHER WORDS

**Sunday** — domingo
**Monday** — 2ª feira
**Tuesday** — 3ª) feira
**Wednesday** — 4ª) feira
**Thursday** — 5ª feira
**Friday** — 6ª feira
**Saturday** — sábado
**also** — também
**automobile** — automóvel
**avenue** — avenida
**beautiful** — bonito
**Brazilian** — brasileiro
**capital** — capital
**capital** — maiúscula (letra)
**capitalization** — uso das maiúsculas
**China** — China
**Chinese** — chinês
**country** — país
**England** — Inglaterra
**Englishmen** — inglêses
**Europe** — Europa
**European** — europeu
**evidently** — evidentemente
**France** — França
**French** — francês
**German** — alemão
**Germany** — Alemanha
**Italian** — italiano
**Italy** — Itália
**Japan** — Japão
**Japanese** — japonês
**Mexican** — mexicano
**Mexico** — México
**nationality** — nacionalidade
**native** — nativo
**New York City** — cidade de Nova York
**Paris** — Paris
**people** — povo
**Portugal** — Portugal
**Portuguese** — português
**respectively** — respectivamente
**Rome** — Roma
**Russia** — Russia
**Russian** — russo
**Spain** — Espanha
**Spanish** — espanhol
**street** — rua
**traveller** — viajante
**unless** — a menos que
rule — regra, norma

## PRONUNCIATION DRILL

What day is today? Today is Sunday.
If today is **Sunday,** tomorrow is **Monday.**
If today is **Monday,** tomorrow is **Tuesday.**
If today is **Tuesday,** tomorrow is **Wednesday.**
If today is **Wednesday,** tomorrow is **Thursday.**
If today is **Thursday,** tomorrow is **Friday.**
If today is **Friday,** tomorrow is **Saturday.**
If today is **Saturday,** tomorrow is **Sunday.**

## CONVERSATION DRILL

| | |
|---|---|
| How many days are there in a week? | There are seven. |
| Are you sure? | Evidently I am. |
| What's the first day of the week? | It's Sunday. |
| What's the second? | It's Monday. |
| What's the third? | It's Tuesday. |
| What day comes before Thursday? | Wednesday comes before Thursday. |
| What day comes after Thursday? | Friday comes after Thursday. |
| What day comes before Saturday? | Friday comes before Saturday. |
| What day comes after Saturday? | Sunday comes after Saturday. |
| Do you work on Sundays? | No, I don't. |
| Why not? | Five day of work is enough for me. |

# LESSON NINE

## DIALOGUE

*Linda*: Do you know many European cities, Paul? *Paul*: Yes, I do. I travel a lot. I know Paris and Rome. They're the capitals of France and Italy respectively. I usually go to Europe on business. Every time I return to my native country, I like to speak about the others. *Linda*: Where do you live? *Paul*: I live in Brazil. *Linda*: What is your nationality? *Paul*: I'm Brazilian. *Linda*: Do you know New York City? *Paul*: Yes, I do. I go there several times a year. It's a beautiful city. There you can see people from all over the world. You can see Mexicans, Brazilians, Germans, Italians, Russians, Englishmen, and so on. You can also speak many languages there. For example, French, Japanese, Chinese, Portuguese, Spanish and English evidently. There are many streets and avenues in New York City, and of course there are many automobiles in the streets. *Linda*: Do you know any other countries? *Paul*: Yes, I do. I also know Mexico, Germany, Portugal, Spain, England, Russia, Japan and China. *Linda*: Do you like to be a traveller? *Paul*: Yes, I love it. *Linda*: Do you come back to Brazil every month? *Paul*: I usually do, unless I can't come. *Linda*: What do you do when you are in Brazil? *Paul*: I work on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. I usually rest on Saturdays and I go to church on Sundays. *Linda*: Do you know Joe? *Paul*: Yes, I do. *Linda*: Is he a good friend? *Paul*: I think so. *Linda*: Where was he born? *Paul*: I'm not sure, but I think he was born in Brazil. *Linda*: Why do you write Brazil in capital? *Paul*: Think about the capitalization rules.

# LESSON NINE

## GRAMMAR

### CAPITALIZATION

Use sempre letra maiúscula:

A) Na abertura de uma sentença.

**EXPS:** **It is necessary to study.**
**The boys play in the school.**

B) Para nomes próprios (pessoas, lugares, etc.)

**EXPS:** **John P. Smith**
**Empire State Building**
**Mary Ann Andrews**
**Brazil**
**Mexico**

C) Adjetivo derivado de um nome próprio

**a Brazilian city.**
**a Mexican boy**

B1) nomes de pessoas

**Larry A. Johnson**

B2) nomes de localizações geográficas

**Europe**
**United States**
**Pacific Ocean**

Obs: Se o nome (próprio) de uma rua for dado por um número, deixe sem maiúscula o número precedido de hífen.

**Forty-third Street**

B3) Nomes de institutos e organizações.

**General Motors Corporation**
**American Automobile Association**

B4) Nomes dos dias da semana, meses e feriados.

**Monday**
**December**
**Labor Day**

B5) Nomes de línguas.

**English**
**Portuguese**

B6) Nomes de nacionalidades.

**Japanese**
**Brazilian**

B7) Títulos de livros, artigos, poemas, estórias, etc.

Obs: Não se usa maiúscula para as palavras: **a, an, the, or, to, of, for,** a menos que elas comecem o título.

**American Literature**
**The Return of the Native**
**The Old Man and the Sea**

B8) A palavra "I".

**Paul and I are good friends.**

B9) Os pontos cardiais.

**North, South, East and West.**
exceção: Quando indicam direção
**Go ten miles north.**

# LESSON NINE

**EXERCISES**

1º) Answer the questions:

Where are you from? (country)

_____

What is your nationality?

_____

When do you work? (day)

_____

When do you study? (day)

_____

When do you go to church? (day)

_____

What are the days of the week?

_____, _____, _____, _____, _____, _____ and _____.

What do you usually do on Friday?

a) _____

b) _____

c) _____

What do you usually do on Saturday?

a) _____

b) _____

c) _____

What do you usually do on Sunday?

a) _____

b) _____

c) _____

2º) Fill in the blanks with: in, on, to, about, for, at, in front of, near, with.

I speak ———— the secretary.

I like ———— study English.

I live ———— Brazil.

She goes ———— with her work.

I go out ———— Jane.

The school is ———— the church.

The car is ———— the church.

I think ———— the homework.

I usually go out ———— night.

There is a letter ———— you.

# LESSON TEN
## VOCABULARY

### VERBS

**depend, depend, depended** — depender
**enjoy, enjoyed, enjoyed** — gostar
**fall, fell, fallen** — cair
**prefer, preferred, preferred** — preferir
**rain, rained, rained** — chover
**ski, skied, skied** — esquiar
**snow, snowed, snowed** — nevar

### IDIOMATIC EXPRESSIONS

**depend on** — depender de
**on the contrary** — pelo contrário
**the same as** — o mesmo que

### OTHER WORDS

**autumn** — outono
**association** — associação
**basketball** — bola ao cesto
**cardinal** — (ponto) cardeal
**clock** — relógio (de parede)
**cold** — frio
**contrary** — contrário
**cool** — frêsco, frio
**East** — leste
**fall** — outono
**favorite** — favorito
**field** — campo
**football** — futebol (americano)
**forecast** — previsão
**hot** — quente
**if** — se
**indoors** — em recinto fechado
**leaf** — folha (de árvore)
**minute** — minuto
**mountain** — montanha
**North** — norte
**mile** — milha
**o'clock** — hora (exata)
**official** — oficial
**past** — depois de (passado)
**point** — ponto
**quarter** — quarto (de hora)
**rain** — chuva
**same** — (o)mesmo
**season** — estação (do ano)
**second** — segundo
**snow** — neve
**snow skiing** — esqui
**soccer** — futebol
**South** — sul
**spring** — primavera
**summer** — verão
**tree** — árvore
**warm** — quente
**water skiing** — esqui aquático
**weather** — tempo (clima)
**West** — oeste
**which** — que, o qual
**winter** — inverno

## PRONUNCIATION DRILL

Pronounce as in: **th**ey, fa**th**er, wi**th**.

| | | | |
|---|---|---|---|
| **th**e | bro**th**er | **th**at | wea**th**er |
| **th**ey | mo**th**er | **th**ese | **th**is |
| wi**th** | fa**th**er | **th**ere | **th**en |

**Th**is is my bro**th**er and **th**at is my fa**th**er.
They like **th**is wea**th**er.
**Th**e bro**th**er is **th**ere.
They are **th**ere with **th**e boys.

## CONVERSATION DRILL

Do you like sports? — I certainly do.
Do you enjoy skiing? — Yes, I do.
Do you prefer water skiing or snow skiing? — I prefer water skiing.
Why? — Because of the warm summer weather.
Where do you ski in the summer? — In the lake.
Where do you ski in the winter? — In the mountain.
Why do you snow ski if you don't like it? — There's nothing I can do in the winter.
Well, I prefer winter. — Why is that?
Because I love the snow. — O.K.

# LESSON TEN

**DIALOGUE**

*Mary*: What time is it by your watch? *Paul*: It's forty-five past seven. *Mary*: What time is it by that clock? *Paul*: The same, in other words it's a quarter to eight. Seven forty-five is the official time. By the way, an hour has sixty minutes and a minute has sixty seconds. *Mary*: Yes, I know that. How many seasons are there in a year? *Paul*: There are four: spring, summer, autumn and winter. *Mary*: Which is your favorite season? *Paul*: It's summer. *Mary*: Why do you prefer summer? *Paul*: Because I can always enjoy the warm weather. *Mary*: Is fall the same as autumn? *Paul*: Yes, it is. That name is because the leaves fall from the trees in the autumn. *Mary*: What sports do they play in the U.S.? *Paul*: It depends on the season. In the fall they play football and soccer. *Mary*: Do they play soccer in the football field? *Paul*: On the contrary, they play it in the soccer field. In the winter they play basketball and go snow skiing. Of course they play basketball indoors and they ski out in the mountains. *Mary*: Does it snow much in the U.S.? *Paul*: It does. *Mary*: Is it very cold in the winter? *Paul*: Yes, it is. And it's just cool in the fall. They usually play baseball in the spring. *Mary*: What do they do in the summer? *Paul*: They swim and ski. *Mary*: In the snow? *Paul*: Of course not. They do the water skiing. There are many water skiing associations there. *Mary*: How is the weather in the summer? *Paul*: It's very hot and it doesn't rain much. *Mary*: What are the four cardinal points? *Paul*: North, South, East and West. By the way, I live ten miles north. *Mary*: What's the weather forecast for tomorrow? *Paul*: Good weather. *Mary*: O.K. If it's really good and if there's no rain, we can swim in the morning. Give me a ring at eight o'clock.

# LESSON TEN

## GRAMMAR

### TELL TIME

Existem algumas maneiras de se dizer as horas em Inglês. Para tornar mais didático o nosso estudo vamos adotar uma divisão em dois critérios, o oficial e outros.

A) Oficial: A maneira oficial de se dar as horas é ler no relógio simplesmente os números correspondentes às horas e aos minutos.

**EXPS:**

**7:55 seven fifty-five**
**1:46 one forty-six**
**3:35 three thirty-five**
**2:30 two thirty**
**6:15 six fifteen**
**4:10 four ten**
**8:45 eight forty-five**

B) Existem outras maneiras além da oficial. Nestas o aluno pode dizer as horas usando qualquer jôgo de palavras que achar conveniente. As palavras que mais entram nessas variações são:

**Minute**-minuto; **second**-segundo; **hour**-hora; **after**-depois; **before**-antes; **past**-depois (passado); **to**-para; **quarter**-um quarto; **half**-metade.

Vamos escrever então os mesmos horários vistos anteriormente, de algumas maneiras não oficiais, repetindo ainda o horário oficial para efeito de comparação.

| | |
|---|---|
| **7:55 seven fifty-five** | **five minutes before eight**<br>**five minutes to eight**<br>**five to eight**<br>**fifty-five minutes after seven**<br>**fifty-five past seven** |
| **2:30 two-thirty** | **thirty minutes after two**<br>**half past two**<br>**thirty minutes to three** |
| **6:15 six fifteen** | **fifteen minutes past six**<br>**a quarter after six**<br>**six and a quarter** |

C) A designação **"o'clock"** é usada para hora exata.

**2:00 two o'clock** **11:00 eleven o'clock**

D) Sendo que o dia tem vinte e quatro horas e o relógio comum marca só até doze, então é óbvio que o relógio marca a mesma leitura duas vêzes por dia. O recurso usado pela língua portuguêsa para fazer a distinção dos dois é continuar a contagem acima de doze depois do meio dia. Assim, temos: treze horas, quinze horas, etc.

Em Inglês isso não é permitido. O que se faz é dividir o dia em duas fases, uma anterior ao meio dia **(A.M. -ante meridian)** e outra posterior **(P.M. - post meridian).**

| PORTUGUES | INGLÊS |
|---|---|
| **7:00 sete horas** | **7:00A.M. seven o'clock A.M.** |
| **19:00 dezenove horas** | **7:00P.M. seven o'clock P.M.** |
| **9:30** | **9:30A.M. nine thirty A.M.** |
| **21:30** | **9:30P.M. nine thirty P.M.** |
| **10:40** | **10:40A.M. ten forty A.M.** |
| **22:40** | **10:40P.M. ten forty P.M.** |

E) 12:00 (meio dia) - **twelve o'clock-noon**
12:00 (meia noite) - **twelve o'clock-midnight**

# LESSON TEN

## EXERCISES

1º) Answer the questions in two ways: A) official time B) other
Don't think about A.M. or P.M.

What time is it?

3:55 _____

_____

3:25 _____

_____

5:20 _____

_____

7:30 _____

_____

9:50 _____

_____

2:45 _____

_____

4:15 _____

_____

6:18 _____

_____

8:05 _____

_____

10:42 _____

_____

2º Answer the questions in these ways: A) official time B) other C) other, and choose A.M. or P.M.

What time is it?

19:08 _____

_____

_____

8:45 _____

_____

_____

1:22 _____

_____

_____

2:15 _____

_____

_____

5:50 _____

_____

_____

7:08 _____

_____

_____

20:45 _____

_____

_____

13:22 _____

_____

_____

14:15 _____

_____

_____

17:50 _____

_____

_____

# LESSON ELEVEN

## VOCABULARY

**arrive, arrived, arrived** — chegar
**drive, drove, driven** — dirigir
**hurry, hurried, hurried** — apressar
**let, let, let** — deixar
**mind, minded, minded** — importar-se
**read, read, read** — ler
**smoke, smoked, smoked** — fumar
**take, took, taken** — levar, tomar

### IDIOMATIC EXPRESSIONS

**be out of** — estar sem
**hurry up** — apressar-se
**mind (your) own business** — cuide da (sua) vida
**on time** — em tempo
**take it easy** — cuidado, vá com calma
**take your time** — Tome (seu) tempo, devagar

### OTHER WORDS

**my** — meu
**your** — teu, seu
**his** — seu, dele
**her** — seu, dela
**its** — seu, disto
**our** — nosso
**your** — vosso, de vocês
**their** — deles
**author** — autor
**both** — ambos
**bus** — ônibus
**cigar** — charuto
**cigarette** — cigarro
**else** — mais
**excellent** — excelente
**hand** — mão
**health** — saúde
**late** — tarde
**magazine** — revista
**mail** — correspondência
**method** — método
**milk** — leite
**nervous** — nervoso
**newspaper** — jornal
**nothing** — nada
**often** — frequentemente
**own** — próprio
**pipe** — cachimbo
**poor** — pobre
**possessive** — possessivo
**report** — relatório
**rich** — rico
**taxi** — taxi
**theatre** — teatro
**thick** — espêsso
**thin** — fino
**thirsty** — com sêde
**ticket** — bilhete
**understandable** — compreensível
**wealthy** — rico, abundante, copioso
**wealth** -- prosperidade, riqueza, fortuna, bem-estar

## PRONUNCIATION DRILL

Pronounce as in: **Thirty, three.**

| | | | |
|---|---|---|---|
| **thin** | **think** | **thirsty** | **fifth** |
| **thick** | **thank** | **thirty-three** | **sixth** |
| **thief** | **theatre** | birthday | **Thursday** |

**My thirty-third birthday is Thursday.**
**I think the thief is thirsty.**
**Do you think the wall is thin or thick?**
**Three thieves are in Thirty-third street.**

## CONVERSATION DRILL

| | |
|---|---|
| What time is it? | It's seven o'clock A.M. |
| What time do you have to be in school? | At eight fifteen. |
| O.K. Take your time. | I can't. I have to study before I go. |
| What do you have to study? | The possessive adjetives. |
| Hurry up, then. | Of course. |
| Do you go to school by car? | No, I go by bus. |
| Which bus? | The school bus. |
| What time does it come? | It comes at seven thirty. |
| Do you usually study in the bus? | Yes, I do. |
| What do you study? | Mind your own business. |

# LESSON ELEVEN

**DIALOGUE**

*Larry*: Do you study your lesson? *Mary*: Certainly, I study my lesson every day. *Larry*: Does Charlotte study her homework? *Mary*: I don't know but I'm sure that Jack studies his lessons. *Larry*: Does Charlotte smoke? *Mary*: Yes, she smokes cigarettes. *Larry*: What does Jack smoke? *Mary*: Sometimes he smokes a cigar, sometimes a pipe. By the way, they're not good for health at all. *Larry*: Does Charlotte mind? *Mary*: No, she doesn't. *Larry*: Do you read the newspaper every day? *Mary*: Yes, I do. *Larry*: What else do you read? *Mary*: I read books, letters, magazines, reports, my mail, and so on. *Larry*: Do you read your French book every day? *Mary*: Yes, I do. *Larry*: Is it a good method?. *Mary*: Yes, it is. But the author is not wealthy at all. *Larry*: Is wealthy the same as rich? *Mary*: Right, and both are the contrary of poor. *Larry*: Is your book thick or thin?. *Mary*: Our book is very thin but it's excellent. Its lessons are very understandable. Do you often go to the theatre? *Larry*: No, I don't because the tickets are very expensive. *Mary*: Do you arrive on time when you go? *Larry:* No, I don't. *Mary:* Do you take a bus? *Larry:* No, I don't. I take a taxi or I drive my own car. I'm always late so I usually have to hurry up. *Mary*: Are you late now? *Larry*: No, I'm not. *Mary*: Take your time then. *Larry*: What do you drink when you're thirsty? *Mary*: I usually drink water or milk. *Larry*: What do you have in your hands? *Mary*: Nothing. *Larry*: I don't believe you. Let me see your hands. *Mary*: Take it easy, boy. *Larry*: Why are you so nervous? Are you out of money? *Mary*: Mind your own business.

# LESSON ELEVEN

## GRAMMAR

### POSSESSIVE ADJECTIVE

Inicialmente vamos apresentar a lista dos pronomes possessivos em Inglês ao lado dos pronomes pessoais correspondentes.

**I-my**
**You-your**
**He-his** — **Paul-his**
**She-her** — **Mary-her**
**It-its** — **the dog-its**
**We-our**
**You-your**
**They-their**

**EXPS:**

**I study my lesson.**
**You read your book.**
**He writes his homework.**
**She writes her lesson.**
**The cat eats its food and drinks its milk.**
**We read our books.**
**You write your names.**
**They like their friends.**

Cuidado com as composições de dois ou mais possuidores singulares pedindo possessivo plural.

| | |
|---|---|
| **You and I have our book.** | **You and I-We** |
| **He and she like their new house.** | **He and she-they** |
| **Paul and Mary love their parents.** | **Paul and Mary-they** |

# LESSON ELEVEN

**EXERCISES**

1º) Fill in the blanks with possessive adjectives:

I study _____ lesson.
You study _____ lesson.
He studies _____ lesson.
She studies _____ lesson.
We write _____ reports.
You write _____ reports.
They write _____ reports.
Paul knows _____ homework.
Mary wants _____ money.
Paul and Mary want _____ money.
Paul and I want _____ money.
The boy and the girl count _____ money.
The secretary types _____ letters.
Mr. John opens _____ book.
I open _____ book and you open _____ book.
The boy writes with _____ pen.
The girl writes with _____ pencil.
I read _____ newspaper every day.
The teachers read _____ magazine every month.
She knows _____ lessons because she reads _____ books.

2º) Write a sentence with: A) my B) your C) his D) her E) its F) our G)your H) their

A) _____
B) _____
C) _____
D) _____
E) _____
F) _____
G) _____
H) _____

# LESSON TWELVE

## VOCABULARY

### VERBS

**care, cared, cared** — preocupar-se
**decide, decided, decided** — decidir
**help, helped, helped** — ajudar
**make, made, made** — fazer
**paint, painted, painted** — pintar
**match, matched, matched** — combinar (côres)
**suppose, supposed, supposed** — supor
**wear, worn, worn** — usar (roupa)

### IDIOMATIC EXPRESSIONS

**be out of one's mind** — estar fora de si
**care for** — interessar-se por
**for heaven's sake** — pelo amor de Deus
**in that case** — nesse caso
**make up one's mind** — dicidir

### OTHER WORDS

**black** — prêto
**blouse** — blusa
**blue** — azul
**brown** — marrom
**club** — clube
**coat** — paletó
**color** — cor
**dark** — escuro
**effort** — esfôrço
**even** — mesmo
**eye** — ôlho
**fancy** — extravagante
**few** — pouco (alguns)
**garage** — garagem
**gray** — cinza
**green** — verde
**hair** — cabelo
**light** — claro, leve
**mind** — mente
**navy blue** — azul marinho
**overcoat** — sobretudo
**part** — parte
**pink** — cor de rosa
**plain** — liso (cor)
**poster** — cartaz
**red** — vermelho
**sake** — causa
**shirt** — camisa
**shoe** — sapato
**skin** — pele
**skirt** — saia
**suit** — terno
**sun** — sol
**sweater** — blusa (grossa)
**tanned** — bronzeado
**tomorrow** — amanhã
**trousers** — calças
**white** — branco
**whose** — de quem, cujo
**yellow** — amarelo

## PRONUNCIATION DRILL

Paul's book
Mary's house
Peter's watch
My sister's house
My father's pen
My sisters' house
The boy's club
The girl's association
The boys' club
men's magazine
children's books

Mr. Harold's house
Jones's car
James's friend
The month's report
Whose is this?
It's Larry's
It's Debbie's
It's Paul's
It's Mary's
It's Carol's
It's Jack's

## CONVERSATION DRILL

What are the Brazilian colors?
What are the American colors?
What are the French colors?
What are the Italian colors?
What are the colors of your club?
Do you think these colors match?
For heaven's sake.
My car is red and black.

I surely do.
No, it isn't, but I really care for it.

Green, yellow, blue and white.
Red, blue and white.
The same.
Red, green and white.
Green and black.
Yes, I do.
What's the color of your car?
Holy cow! Do you think these colors match?
By the way, is the car new?
Yes, I can see.

# LESSON TWELVE

## DIALOGUE

*Paul*: Whose overcoat is this? *Linda*: It's Gary's. *Paul*: What a beautiful dark blue. I love this color. What color is your blouse, Linda? *Linda*: It's white. *Paul*: And your skirt? *Linda*: It's black. *Paul*: And your hair? *Linda*: It's brown. *Paul*: And your eyes? *Linda*: They're green. Can't you see? I ask the questions now, O.K.? What's the color of your suit? *Paul*: It's plain gray. *Linda*: What's the color of your trousers? *Paul*: The same, evidently. The trousers and the coat are part of the suit. *Linda*: What's the color of your shirt? *Paul*: It's a very light yellow. *Linda*: What's the color of your shoes? *Paul*: They're black. *Linda*: And your sweater? *Paul*: It's navy blue. Do you want a new dress? *Linda*: Yes, I do. *Paul*: What colors do you have in mind? *Linda*: Blue, red, pink and yellow. *Paul*: For heaven's sake. Are you out of your mind? Those colors don't match very well. *Linda*: When I decide something I don't like to change my mind. *Paul*: But you can't even wear that fancy dress to school. *Linda*: Yes, I can. *Paul*: Well, in that case I don't go to school with you any more. *Linda*: Ask me if I care. *Paul*: Do you care? *Linda*: No, I don't. I have to paint the garage tomorrow. Can you help me? *Paul*: Well, I'm not sure. *Linda*: Make up your mind then. *Paul*: Yes, I suppose I can. I can make this effort for your sake. *Linda*: After we paint the garage we have to make a few posters for the club. *Paul*: I don't care for posters. What's the color of your skin? *Linda*: It's sun tanned. *Paul*: What color is that? *Linda*: Tanned by the sun, idiot.

# LESSON TWELVE

## GRAMMAR

### POSSESSIVE CASE

Existe uma equivalência notável em Inglês.

**book of Paul — Paul's book.**

A segunda disposição (possuidor seguido de apóstrofo, de "s" e do objeto possuido é conhecido como **"Possessive Case"**.
Anàlogamente:

**house of Mary — Mary's house**
**watch of Peter — Peter's watch**

Esta regra apresenta porém algumas subdivisões.

A) Possuidor singular.

**EXPS:** **The house of my sister — My sister's house**
**The pen of my father — My father's pen.**

B) Possuidor plural.

Como a maioria das palavras inglêsas terminam em "s" no plural não é possível mais colocar-se o apóstrofo e outro "s". O que se faz é colocar apenas o apóstrofo.

**EXPS:** **The house of my sisters — My sisters' house**
**The club of the boys — The boys' club**
**The association of the girls — The girls' association**

B1) Alguns plurais não terminam em "s". Nesse caso usa-se normalmente a regra.

**Magazine of the men — men's magazine**
**Books of the children — children's books**

C) No caso do nome próprio do possuidor (singular) terminar em "s", acrescenta-se normalmente apóstrofo e "s". Cuidado com a pronúncia dêsse duplo "s".

**house of Mr. Myers — Mr. Myers's house**
**car of Mr. Jones — Mr. Jones's car**
**friend of James — James's friend**

**Obs. final:**

No **"Possessive Case"** geralmente o possuidor é uma pessoa, mas admitem-se usos como o exemplo abaixo onde o possuidor não é pessoa.

**The report of the month — the month's report**

# LESSON TWELVE

## EXERCISES

1º) Change to the possessive case:

The letters of the boss.

_____

The letters of the bosses.

_____

The book of the first student.

_____

The house of my brother.

_____

The house of my brothers.

_____

The work of the teachers.

_____

The magazine of this week.

_____

The money of the woman.

_____

The association of the parents and teachers.

_____

The telephone number of the girl.

_____

2º) Answer the questions:

Whose car is this?

_____

Whose book is that?

_____

Whose house is that?

_____

Whose notebooks are those?

_____

Whose pen is this?

_____

Whose pencils are those?

_____

Whose magazines are these?

_____

3º) Make sentences with the possessive case.

A) _____

B) _____

C) _____

D) _____

E) _____

# LESSON THIRTEEN

## VOCABULARY

### VERBS

**fit, fitted, fitted** — servir (roupa), caber
**get, got, gotten** — chegar, conseguir, ficar
**hunt, hunted, hunted** — caçar
**kill, killed, killed** — matar
**march, marched, marched** — marchar
**may, might** — poder (permissão)
**worry, worried, worried** — temer, preocupar-se

### IDIOMATIC EXPRESSIONS

**all day long** — o dia inteiro
**as far as** — até (distância)
**as soon as** — logo que
**be afraid of** — estar com medo de
**come in** — entrar
**don't say that** — não diga (isso)
**get up** — levantar-se
**take exercise** — fazer exercício (físico)
**worn out** — usado, gasto pelo uso
**worry about** — preocupar-se com

### OTHER WORDS

**absolutely** — absolutamente
**afraid** — com mêdo
**Africa** — África
**African** — africano
**animal** — animal
**big** — grande
**bird** — pássaro
**danger** — perigo
**dangerous** — perigoso
**distance** — distância
**dock** — cais
**early** — cedo
**fit** — preparado
**fitness** — forma (física), aptidão física
**guide** — guia
**gun** — arma de fogo
**hat** — chapéu
**hill** — monte, montanha
**hobby** — passa tempo
**hunter** — caçador
**jungle** — selva
**kind** — tipo, espécie
**lion** — leão
**little** — pequeno
**pair** — par
**physical** — física
**physically** — fìsicamente
**pleasure** — prazer
**port** — pôrto
**rabbit** — coelho
**sense** — sentido
**shape** — forma
**ship** — navio
**still** — ainda
**through** — através de
**tiger** — tigre
**trouble** — transtôrno
**valley** — vale
**wild** — selvagem

## PRONUNCIATION DRILL

Pronounce as in: **it, city, with.**

| | | | |
|---|---|---|---|
| is | rich | six | with |
| in | his | still | business |
| it | sit | city | hill |

Is this city big?
It is still six o'clock.
The big ship is in the dock.
He is still in business.

## CONVERSATION DRILL

| | |
|---|---|
| May I come in? | Yes, you may. |
| May I smoke a cigarette? | No, you mayn't. |
| Why not? | Because I don't like it. |
| Do you really mind it? | Yes, I do. |
| Why? | Mind your own business. |
| Are you afraid of me? | No, I'm not. |
| How much money do you have? | Absolutely nothing. |
| Don't say that. | Don't worry about my life. |
| What time do you get up every day? | I get up at seven fifteen. |
| Do you take exercise every morning? | Yes, I do. |

# LESSON THIRTEEN

## DIALOGUE

*Mary*: May I come in, Bob? *Bob*: Sure, Mary. *Mary*: Where do you hunt? *Bob*: I usually hunt in Africa. *Mary*: Don't say that. *Bob*: Yes, it's my hobby. I go there every two years. *Mary*: How do you get there?*Bob*: I travel by ship. As soon as I arrive in the dock of the port in Africa, I get a native guide and we go to the jungle. *Mary*: Do you go by car? *Bob*: Yes, as far as a certain distance and then we have to walk through the valleys and hills. *Mary*: Are you physically fit for that? *Bob*: Yes, I am. I can march all day long if necessary. I'm in good shape. *Mary*: Do you take exercise every day? *Bob*: Yes, I do. Physical fitness is very important for a hunter. *Mary*: What do you wear when you hunt? *Bob*: I wear a hat, and old pair of trousers, a worn out coat and a good pair of boots. *Mary*: Do they fit you well? *Bob*: Yes, they do. *Mary*: What kind of animals do you hunt, rabbits and birds? *Bob*: No, I don't kill little animals. I prefer the big lions and the tigers. *Mary*: Gee! Aren't you afraid of the wild animals? *Bob*: Afraid? No, I have a gun. *Mary*: Yes, but I still worry. *Bob*: What do you worry about? *Mary*: I worry about you because you may have trouble. *Bob*: That doesn't make sense. *Mary*: What time do you get up in the jungle? *Bob*: Very early. *Mary*: Why? *Bob*: Because it's absolutely necessary. Mary: Your hobby is very dangerous. *Bob*: Yes, but these dangers give me a lot of pleasure.

# LESSON THIRTEEN

**GRAMMAR**

### CAN-MAY

A) As traduções dos dois verbos acima coincidem. No entanto:
**"Can"** é usado para poder físico, ou seja, capacidade de realizar algo e **"May"** é usado para o sentido de ter permissão ou autorização.

EXPS:
**I can swim.** Posso nadar (tenho fôrça para tal)
**I may swim.** Posso nadar (tenho permissão para tal)
**I can drive.** Posso dirigir (pois sei)
**I may drive.** Posso dirigir (pois tenho carta)

B) **"May"** é usado para indicar possibilidade.

**It may rain this evening.**
**It may snow a lot this winter.**
**It may be difficult.**

C) Ambos são verbos fortes **(não pedem auxiliar)** e além disso são defectivos (não se conjugam em todos os tempos) e anômalos. Uma das anomalias é que êles não apresentam o "s" característico da 3ª) pessoa do singular.

| | | |
|---|---|---|
| **I like** | **I can** | **I may** |
| **You like** | **You can** | **You may** |
| **He likes** | **He can** | **He may** |
| **She likes** | **She can** | **She may** |
| **It likes** | **It can** | **It may** |

D) Forma negativa — **Uma vez que ambos são verbos fortes,** o que se faz é colocar a palavra **"not"** em seguida a êles. Existem as formas contraídas **"can't"** e **mayn't"** em lugar de **"cannot"** e **"may not".**

**I can't** — **I mayn't**
**He can't** — **He mayn't**

**EXPS:**
**I can't pronounce the words correctly.**
**She mayn't go out this evening.**
**The students can't understand the lesson.**

E) Forma interrogativa — O recurso para se fazer interrogativo em Inglês é sempre a inversão. No caso invertemos o próprio verbo (forte) com o pronome.

| | |
|---|---|
| **Can I?** | **May he?** |
| **Can you?** | **May she?** |
| **Can they?** | **May we?** |

**EXPS:**
**May I come in?**
**May I speak to the boss?**
**Can you give me the money?**
**Can you buy a new car?**

F) Tempos primitivos: **Can, could,** (lesson 6)
**May, might,** (lesson 13)

# LESSON THIRTEEN

## EXERCISES

1º) Change the sentences to: A) negative B) interrogative

I can drive my car as far as the parking lot.

A) _____

B) _____

She may have to work all day long.

A) _____

B) _____

You may go out this evening.

A) _____

B) _____

They can correct the sentences now.

A) _____

B) _____

The secretary may close the door.

A) _____

B) _____

The teacher can pay for the car now.

A) _____

B) _____

She may go on with her work.

A) _____

B) _____

I can read five books every month.

A) _____

B) _____

They may have interesting ideas.

A) _____

B) _____

I can memorize ten new words every day.

A) _____

B) _____

We can answer all the questions.

A) _____

B) _____

It may snow tomorrow.

A) _____

B) _____

She may wear her old hat

A) _____ _____

B) _____

Obs.: escreva sempre "every day?" separado nas perguntas, a não ser que que "everyday" seja adjetivo (cotidiano).

# LESSON FOURTEEN

## VOCABULARY

### VERBS

**call, called, called** — chamar
**divide, divided, divided** — dividir
**follow, followed, followed** — seguir
**give, gave, given** — dar
**please, pleased, pleased** — agradar
**serve, served, served** — servir
**talk, talked, talked** — falar, conversar
**wish, wished, wished,** — desejar

### IDIOMATIC EXPRESSIONS

**call on** — visitar
**except for** — com exceção de
**I hope so** — espero que sim
**in case** — em caso
**in fact** — de fato
**talk about** — falar sôbre
**that's not so** — isso não é tal (assim)

### OTHER WORDS

**me** — me (obj.)
**you** — te, ti, você (obj.)
**him** — êle (obj.)
**her** — ela (obj.)
**it** — *isso (obj.)*
**us** — nós (obj.)
**you** — vocês, vós (obj.)
**them** — êles (obj.)
**across** — através (de)
**cup** — *chícara*
**cookie** — biscoito
**comment** — comentário
**classmate** — colega de classe
**cheese** — queijo
**case** — *caso*
**carefully** — cuidadosamente
**deep** — profundo
**difference** — diferença
**different** — diferente
**example** — exemplo
**except** — exceto
**exception** — exceção
**goal** — meta, ideal
**honestly** — honestamente
**ideal** — ideal
**instead** — invés
**like** — como
**mouse** — rato
**ocean** — oceano
**objective** — objetivo
**paramount** — principal, maior
**pea** — ervilha
**plan** — plano
**preposition** — preposição
**pronoun** — pronome
**rat** — rato
**sea** — mar
**senseless** — sem sentido
**subjective** — subjetivo
**tea** — chá
**though** — entretanto
**tonight** — esta noite
**trip** — viagem
**Who?** — Quem?
**Whom?** — Quem? (obj.)

## PRONUNCIATION DRILL

Pronounce in: he, me, eat.

| | | | |
|---|---|---|---|
| he | see | be | please |
| me | sea | three | people |
| we | tea | tree | pea |

I see three trees and the sea.
We eat peas and drink tea.
He sees the people and me.
Tea pleases me.

## CONVERSATION DRILL

What are your plans for tomorrow?
Is that so?
And then?
And after that?
Can you ski across the lake?
Can you swim across the lake?
Why not?
So?
I see. I understand it.

To swim and to water ski.
Well, first of all I have to go to school.
Then I have to go downtown.
After that I may go.
Certainly.
No, I can't.
The lake is so big.
So I always get tired.
I hope so.

# LESSON FOURTEEN

## DIALOGUE

*Betty*: Do you understand me? *John*: Yes, I understand you. *Betty*: Do you like your father? *John*: Yes, I like him. *Betty*: Do you also like your mother? *John*: Certainly, I like her. *Betty*: Do you like both your parents, then? *John*: Yes, I love them in fact. *Betty*: I hope so. *John*: What a senseless comment. I always give examples for the other boys to follow. *Betty*: For example, you talk in the classroom. *John*: That's not so, but don't talk about this any more in case you still want to please me. *Betty*: What's the difference between an objective and a subjective pronoun? *John*: You can use an objective pronoun with prepositions. There are exceptions to this case, though. *Betty*: I see. What is your paramount goal in life? *John*: My ideal is to travel across the ocean. Yes, I want to go across the deep sea. *Betty*: Please call me when you go. *John*: Why? *Betty*: I just want to wish you a good trip. *John*: What are your plans for tonight? *Betty*: I hope that a few friends call on us for a cup of tea. *John*: Who are they? *Betty*: They're all classmates, except for Billy. *John*: Why do you serve tea? *Betty*: Because I like it. *John*: What do you usually serve them to eat? *Betty*: Cheese, peas and cookies, except for Billy. *John*: Except for whom? *Betty*: Billy. *John*: Why? *Betty*: Because he eats all the cheese in five minutes, so when he comes home I have to divide the cheese carefully. *John*: Does he eat cheese like a rat? *Betty*: Rat? I honestly prefer if you say mouse instead. *John*: Well, that is different.

# LESSON FOURTEEN

## GRAMMAR

### OBJECTIVE PRONOUNS

Inicialmente vamos apresentar a lista dos pronomes objetivos em Inglês, ao lado dos pronomes pessoais correspondentes.

**I - me**
**You - you**
**He - him**
**She - her**
**It - it**
**We - us**
**You - you**
**They - them**

Usos dos pronomes objetivos.

A) Objeto direto — Para estudarmos êsse caso vamos fazer uso de um verbo transitivo direto ("see") e formar com êle sentenças bem simples, compostas de sujeito, verbo e objeto direto.

**EXPS:**

| | | |
|---|---|---|
| **I see you.** | | |
| **You see me.** | | |
| **I see him.** | ou | **I see Joe.** |
| **I see her.** | ou | **I see Betty.** |
| **I see it.** | ou | **I see the cat.** |
| **They see us.** | | |
| **We see you.** | | |
| **We see them.** | ou | **We see Joe and Betty.** |

Obs: Joe (sujeito) **he** — Joe (objeto) **him.**

B) Objeto indireto — Usamos agora em caráter ilustrativo um verbo que admita objeto direto e indireto.

**EXPS:**

**She gives the money.**
**She gives me the money.**
**She writes many letters.**
**She writes many letters to him.**

C) Objeto indireto preposicionado.

**EXPS:**

**She gives the money to me.**
**She writes many letters to him.**

D) Objeto de preposição.

**It is a pleasure for me.**
**I go to school with her.**
**She opens the door for us.**
**All the boys work except me.**
**She always talks about him.**

E) **Who? Whom?**

**Who?** — Quem? (usado para caso subjetivo)

**Who is that boy?**
**Who knows the lesson?**
**Who is the boss?**
**Who wants to go out tonight?**

**Whom?** — Quem? (usado para o caso objetivo, vem geralmente preposicionado)

**Whom do you prefer?**
**Whom do you write to?**
**Whom does she talk about?**
**Whom do you study with?** ou **With whom do you study?**

Obs: Maiores detalhes sôbre **"Who?"** e **"Whom?"** estão na lição 19.

# LESSON FOURTEEN

**EXERCISES**

1º) List the objective pronouns:

| | |
|---|---|
| I ———— | It ———— |
| You———— | We ———— |
| He ———— | You ———— |
| She ———— | They———— |

2º) Choose the correct word and underline it:

I go to school with (she, her) every day.
She writes to (we, us).
She studies with (I, me);
She speaks to (we, us) in Portuguese.
I eat with (they, them) in the cafeteria every day.
I see (she, her) at school every day.
She sees (I, me) at school every day.
She opens the door for (I,me).
They walk with (we, us) to the park.
The teacher calls Paul and (I,me).
Divide the work between Paul and (she, her).
May (we, us) come in?
May Peter and (she, her) come in?
This is an idea for (we, us).
(I,me) like (they, them) very much.
I am as good as (she, her) is.
(Who, Whom) is the American boy?
(Who, Whom) can I call?
(Who, Whom) is with (she, her)?

# LESSON FIFTEEN

## VOCABULARY

### VERBS

**grow, grew, grown** — crescer
**guarantee, guaranteed, guaranteed** — garantir
**laugh, laughed, laughed** — rir
**look, looked, looked** — olhar
**milk, milked, milked** — ordenhar
**plant, planted, planted** — plantar

### IDIOMATIC EXPRESSIONS

**according to** — de acôrdo com
**be angry at** — estar zangado com
**give a hand** — dar uma mão (ajudar)
**laugh at** — rir de
**look at** — olhar para
**such as** — tal qual (tais como)

### OTHER WORDS

**ability** — habilidade
**angry** — zangado
**apple** — maçã
**automation** — automatização
**beans** — feijões
**butter** — manteiga
**cabbage** — repolho
**carrot** — cenoura
**cat** — gato
**cattle** — gado
**condition** — condição
**cow** — vaca
**cucumber** — pepino
**culinary** — culinária
**dog** — cachorro
**dressing** — condimento, tempêro
**farm** — fazenda
**fertilizer** — fertilizante
**funny** — engraçado
**harvest** — colheita
**hungry** — faminto
**important** — importante
**lemon** — limão
**lettuce** — alface
**oil** — oleo
**olive** — azeitona
**onion** — cebola
**orange** — laranja
**pet** — animal (de estimação)
**pie** — torta (bôlo)
**plantation** — plantação
**practice** — prática
**rice** — arroz
**sad** — triste
**salad** — salada
**spice** — especiarias
**spinash** — espinafre
**tractor** — trator
**vegetables** — vegetais

## PRONUNCIATION DRILL

Pronounce as in: happy, example, fact.

| | | | |
|---|---|---|---|
| at | fast | black | sad |
| action | past | hand | man |
| angry | half | hat | cat |

The black hat is in my hand.
The black cat is sad.
The man comes at half past four.
The sad man is angry at the cat.

## CONVERSATION DRILL

| | |
|---|---|
| Do you like the farm life? | Yes, I do. |
| Do you work much in the farm? | Yes. |
| Do you have to milk the cows in the morning? | Yes, I have to do that. |
| What else do you do? | I take care of the other animals. |
| Do you also take care of the plantations? | No, I don't. |
| Why not? | The other boys do it. |
| So you never help them. | Yes, sometimes I give them a hand. |
| Do you usually have good harvests? | It depends on the rain. |
| What else does it depend on? | On the fertilizers we buy. |

# LESSON FIFTEEN

## DIALOGUE

*Debbie*: What's the weather forecast for tomorrow? *Larry*: According to the newspaper it may rain. *Debbie*: Good. Our plantations need the rain. *Larry*: What do you plant, by the way? *Debbie*: We plant all kinds of vegetables, such as cabbage, lettuce, spinash and so on. We buy onions, carrots and cucumbers though. *Larry*: Is that enough to make a good salad? *Debbie*: No, you still need the dressing. *Larry*: What do you use for dressing? *Debbie*: Spice and olive oil. *Larry*: I see you have excellent culinary abilities. What else do you plant? *Debbie*: Well, we have a few apple trees. *Larry*: Do you make apple pie? *Debbie*: Yes, I do. Why? *Larry*: Because I'm hungry. *Debbie*: Don't make me laugh. Look at those orange and lemon trees. There are many of them in our farm. Besides we plant rice and beans, but they don't grow very well here. *Larry*: Do you use fertilizers? *Debbie*: Yes, we do because they always guarantee a good harvest. Can you give a hand to those boys tomorrow morning? They have to milk the cows before they go to school. *Larry*: I don't have any practice with that. No, I can't work with the cattle. By the way, do you make butter in the farm? *Debbie*: No, we don't. *Larry*: Do you have many tractors in the farm? *Debbie*: Yes, we do. Look, there is one. Automation is very important for us. That's why we always have the tractors in good conditions. *Larry*: Do you have any pets in the farm? *Debbie*: Yes, we have a cat and a dog. *Larry*: Are they good friends? *Debbie*: No, they aren't. *Larry*: Are you sad? *Debbie*: No, I'm not sad. I'm angry at them. *Larry*: That's funny. *Debbie*: Don't laugh at me, please.

# LESSON FIFTEEN

**GRAMMAR**

**Have to — Need to — Must**

Vamos examinar melhor as estruturas possíveis de se fazer com os verbos:

**"Have to"** (visto na lição 3); **"Need to"** (lição 6) e **Must.**

Inicialmente vamos rever os dois primeiros (embora apresentando alguns conceitos novos) e depois apresentar o terceiro.

**Have to — Need:** Affirmative

**Have to** mais infinito igual "ter que" mais infinito

**Need to** mais infinito igual "precisar" mais infinito

Obs.: nesses verbos a palavra **"to"** não é preposição e sim designativo do infinito que se segue:

**Exemplo:**

1) **I have to buy a car.**
2) **I need to buy a car.**
3) **I have to write my lesson.**
4) **I need to write my lesson.**
5) **You have to answer the questions.**
6) **You need to answer the questions.**
7) **He has to wear a hat.**
8) **She needs to wear a hat.**

Considerando que ambos são verbos fracos, os dois precisam do auxiliar **do** para as formas:

Negativa (lesson 5)

1) **I don't have to buy a car.**
4) **I don't need to write my lesson.**
5) **You don't have to answer the questions.**
7) **He doesn't have to wear a hat.**
8) **She doesn't need to wear a hat.**

Interrogativa (lesson 5)

1) **Do I have to buy a car?**
4) **Do I have to write my lesson?**
5) **Do you have to answer the questions?**
7) **Does he have to wear a hat?**
8) **Does she have to wear a hat?**

**Must** = dever, ter que, precisar.

O uso deste verbo deve ser precedido de algumas considerações, afim de possibilitar aos alunos uma compreensão melhor.

a) êle é verbo "forte" (não precisa do auxiliar **"do"**) i. e. faz as formas negativa e interrogativa "sòzinho".

b) êle é verbo defectivo (não se conjuga em todos os tempos). Embora conheçamos até o momento só o presente (no qual êle é conjugado) é bom ter desde já esse fato em mente.

c) êle é inimigo do **"to"** ou seja o infinito que lhe segue aparece sem o **"to"** característico (teoria na lição 53)

**Exemplo:** **I have to buy a car.**
**I must buy a car.**

d) êle é verbo anômalo. Por exemplo, não apresenta o **"s"** característico da 3ª pessoa do singular do presente do indicativo.

| | | |
|---|---|---|
| **I need to** | **I have to** | **I must** |
| **You need to** | **You have to** | **You must** |
| **He needs to** | **He has to** | **He must** |

**Must** Afirmative

1) **I must buy a car.**
2) **I must write my lesson.**
3) **You must answer the questions.**
4) **You must wear a hat.**

Lembrando que o verbo é "forte" podemos apenas apresentar sem maiores considerações as formas:

**NEGATIVE: Obs: must not = mustn't**

1) **I must not buy a car.**
2) **I mustn't write my lesson.**
3) **You mustn't answer the question.**
4) **You mustn't wear a hat.**

**INTERROGATIVE**

1) **Must I buy a car?**
2) **Must I write my lesson?**
3) **Must I answer the question?**
4) **Must I wear a hat?**

# LESSON FIFTEEN

**EXERCISES**

1º) Use "have to" in the following examples:

I ———— buy a car.
Paul ———— buy a new house.
They ———— call on us tonight.
Mr. Myers ———— to go to New York City.
The students ———— pay attention.
You ———— memorize many new words.
Debbie and I ———— study our lessons.
You ———— get up early.
They ———— give up the idea.
The method ———— change.
The secretary ———— work a lot.
The children ———— go to the beach.
The boss ———— travel immediately.
You ———— take a bus every morning.
Larry ———— write a letter to his teacher.

2º) Use "must" in the same examples:

3º) Answer the questions: a) affirmative b) negative

Must you pay attention?

Yes, _____

No, _____

Do you have to work with your father?

Yes, _____

No, _____

Does she need to take a bus every morning?

Yes, _____

No, _____

Must the students arrive late?

Yes, _____

No, _____

Do you have to talk so much?

Yes, _____

No, _____

# LESSON SIXTEEN

## VOCABULARY

### VERBS

**agree, agreed, agreed** — concordar
**disagree, disagreed, disagreed** — discordar
**dry, dried, dried** — secar
**pass, passed, passed** — passar
**recommend, recommended, recommended** — recomendar
**set, set, set** — arrumar
**wash, washed, washed** — lavar

### IDIOMATIC EXPRESSIONS

**a couple of** — dois, um par de
**come on** — venha
**give up** — desistir
**set the table** — por a mesa

### OTHER WORDS

**bottle** — garrafa
**bread** — pão
**breakfast** — desjejum
**candy** — dôce
**coffee** — café
**couple** — par
**decision** — decisão
**definitely** — definitivamente
**determined** — determinado
**dish** — louça
**dishwasher** — máquina de lavar louça
**egg** — ôvo
**everything** — tudo
**fork** — garfo
**ham** — presunto
**honey** — mel
**kitchen** — cozinha
**knife** — faca
**machine** — máquina
**over** — em cima
**pepper** — pimenta
**refrigerator** — refrigerador
**room** — quarto
**salt** — sal
**sink** — pia
**slice** — fatia
**spoon** — colher
**stove** — fogão
**strong** — forte
**strongly** — fortemente
**such** — tal
**sugar** — açúcar
**tray** — bandeja
**unfortunately** — desafortunadamente
**weary** — aborrecido, cansado
**without** — sem
**yesterday** — ontem

## PRONUNCIATION DRILL

| | |
|---|---|
| Was I here? | I **wasn't** here. |
| Were you tired? | You **weren't** tired. |
| Was he home? | He **wasn't** home. |
| Was she alone? | She **wasn't** alone. |
| Was it necessary? | It **wasn't** necessary. |
| Were we happy? | We **weren't** happy. |
| Were you afraid? | You **weren't** afraid. |
| Were they late? | They **weren't** late. |

was not: **wasn't**
were not: **weren't**

## CONVERSATION DRILL

| | |
|---|---|
| Must you wash the dishes? | No, I mustn't. |
| Why not? | The dishwasher will do it. |
| Does it wash and dry? | Yes, in fifteen minutes. |
| Must you paint the garage? | Yes, I must. |
| Why? | Because it's very dirty. |
| Can Billy help you? | No, he can't. |
| Were you weary yesterday? | Yes, I was weary. |
| Why were you weary? | Because of my mother's decision. |
| Was the decision final? | Definitely yes. |
| What was it about? | About a couple of important things. |

# LESSON SIXTEEN

**DIALOGUE**

*Mary*: Were you late for school yesterday? *Bob*: No, I wasn't. I was definitely on time. *Mary*: Was your lesson right or wrong? *Bob*: Unfortunately it was wrong. *Mary*: Were you weary? *Bob*: No, I wasn't weary. I was determined to correct my lesson. *Mary*: I strongly recommend that you correct it. Go to your room immediately. *Bob*: No, I can correct it here in the kitchen. *Mary*: What do you want for breakfast? *Bob*: Ham and eggs. *Mary*: Help me set the table, please. Do you eat ham and eggs with a spoon? *Bob*: No, I don't. *Mary*: Get a fork and a knife, then. *Bob*: Yes, and also the dishes, the salt and the pepper. Do you agree? *Mary*: Yes, I do. Do you want to drink coffee or milk? *Bob*: I prefer milk without sugar. I don't like strong coffee. *Mary*: Get the milk bottle in the refrigerator please, and set it over the stove. *Bob*: I want a couple of slices of bread with butter. *Mary*: Do you like honey? *Bob*: No, I don't. *Mary*: Come on. It's time to eat. *Bob*: Pass me the candy tray, please. *Mary*: No, I must disagree now. It's time to eat breakfast not candy. *Bob*: Oh! Please. Just a couple. *Mary*: No. *Bob*: Is that your final decision? *Mary*: Yes, it is. *Bob*: So, I have to give up the candy. *Mary*: Very definitely, yes. *Bob*: Must I wash the dishes? *Mary*: No, just set them in the dishwasher, not on the sink. The dishwasher washes and dries everything in fifteen minutes. That's why we have such an expensive machine.

# LESSON SIXTEEN

## GRAMMAR

### PAST TENSE OF "TO BE"

Inicialmente vamos nos compenetrar de que **"Past Tense"** descreve uma ação que aconteceu a um tempo definido no passado. Um exemplo muito didático de palavra que define êsse tempo no qual a ação aconteceu é **"yesterday"**. Outras delimitações usuais são: **"last week"**, **"last month"**, **"last year"**, etc. Quando o verbo aparecer no passado sem determinação aparente de tempo, subentende-se que ela está implícita.

Sem delongas vamos para a forma afirmativa, já integrada em sentenças completas.

**AFFIRMATIVE**

**I was tired yesterday.**
**You were well last week.**
**He was alone yesterday.**
**She was really happy yesterday.**
**It was very important for us.**
**We were professionals.**
**You were in front of the church.**
**They were in the classroom.**

**NEGATIVE**

Considerando que o verbo **"to be"** é forte, basta colocar a palavra **"not"**. - Contrações: **was not-wasn't; were not- weren't.**

**I wasn't tired yesterday.**
**You weren't well last week.**
**He wasn't alone yesterday.**
**She wasn't really happy yesterday.**
**It wasn't very important for us.**
**We weren't professionals.**
**You weren't in front of the church.**
**They weren't in the classroom.**

**INTERROGATIVE**

**Was I tired yesterday?**
**Were you well last week?**
**Was she alone yesterday?**
**Was it very important for us?**
**Were we professionals?**
**Were you in front of the church?**
**Were they in the classroom?**

Obs: **"There is"** e **"There are"** formam o passado **"There was"** e **"There were"**.

**EXPS:** **Present** **There is much milk in the refrigerator.**
**There are many apple trees in the farm.**
**Past** **I was sorry for you yesterday.**
**There were many apple trees in the farm last year.**

Obs: Expresões idiomáticas que se iniciam com "be", podem ser usadas em qualquer tempo desde que se flexione convenientemente o verbo.

**EXPS:** **Present** **I am sorry for you.**
**I am afraid of the lion.**
**They are angry at us.**
**Past** **I was sorry for you yesterday.**
**I was afraid of the lions when I was in Africa.**
**They were angry at us last week.**

# LESSON SIXTEEN

## EXERCISES

1º) Give the past tense of the verb "to be":

| | | | |
|---|---|---|---|
| I _____ | He _____ | It _____ | You _____ |
| You _____ | She _____ | We _____ | They _____ |

2º) Change to past tense.

I am a student.

Mary is a good student.

This is my pen.

Mary is my friend.

The windows and doors are closed.

There is a pencil on the table.

Today is Saturday.

Mr. Paul is in the room.

Fred and John are also students.

The house is green.

There is a cow in the field.

I am afraid of the tiger.

You are out of your mind.

There are many questions to answer.

It's not necessary to go there immediately.

The weather is not good today.

All the streets are full of cars.

# LESSON SEVENTEEN

## VOCABULARY

### VERBS

**argue, argued, argued** — discutir
**convince, convinced, convinced** — convencer
**ignore, ignored, ignored** — ignorar
**persuade, persuaded, persuaded** — persuadir
**require, required, required** — exigir
**smile, smiled, smiled** — sorrir
**start, started, started** — começar
**vote, voted, voted** — votar

### IDIOMATIC EXPRESSIONS

**at last** — finalmente
**in the spur of the moment** — de improviso
**on purpose** — de propósito
**take advantage of** — aproveitar de
listen to -- ouvir a

### OTHER WORDS

**active** — ativo
**adult** — adulto
**advantage** — vantagem
**argument** — discussão
**audience** — audiência, platéia
**background** — conhecimento, formação
**born** — de nascença
**candidate** — candidato
**cultural** — cultural
**energy** — energia
**enthusiastic** — entusiasta
**ever?** — alguma vez?
**everybody** — todos
**experience** — experiência
**fact** — fato
**honorable, honourable** — honrado
**however** — entretanto
**ignorant** — ignorante
**intelligence** — inteligência
**intelligent** — inteligente
**last** — último
**leader** — líder
**leadership** — liderança
**local** — local (adj.)
**meeting** — reunião
**minor** — menor
**nonsense** — bobagem
**once** — uma vêz
**opinion** — opinião
**outstanding** — saliente, excelente
**personality** — personalidade
**political** — político (adj.)
**politician** — político
**reason** — razão
**responsible** — responsável
**situation** — situação
**speech** — discurso
**speaker** — orador
**tremendous** — tremendo, formidável

## PRONUNCIATION DRILL

| ed | t/ed d/ed |
|---|---|
| asked | wanted |
| answered | corrected |
| thanked | counted |
| filled | needed |
| learned | depended |
| rained | minded |
| helped | painted |
| killed | hunted |
| laughed | planted |

**I asked, learned and thanked.**
**He hunted and killed.**
**I painted and you helped.**

## CONVERSATION DRILL

| | |
|---|---|
| Did you go to the meeting last night? | Yes, I did. |
| Who was the speaker? | A politician from N.Y.C. |
| Did you like him? | No, I didn't. |
| Why not? | Because he ignored many things. |
| Did he convince the audience to vote? | No, he didn't. |
| How do you know? | The audience didn't like him. |
| Did he argue? | Yes, he did. |
| With whom? | With the audience. |
| What was the argument about? | About political leadership. |
| Did he smile much? | No, he didn't smile at all. |

# LESSON SEVENTEEN

**DIALOGUE**

*Bob*: Mr. John is really a clever politician. *Carol*: Is that your opinion? *Bob*: No, it's a fact. He has a strong personality, a tremendous energy and a lot of political experience. He's a born leader. *Carol*: I disagree. He convinces everybody because he smiles a lot, but I still think that leadership requires intelligence and not enthusiasm. *Bob*: Do you want to convince me that he is not intelligent? *Carol*: Right. *Bob*: Come on! I don't want to argue with you. Did you listen to his last speech? *Carol*: No, I didn't. *Bob*: Well, he is an outstanding speaker, and he can easily persuade an audience to vote for him. *Carol*: What? Is he a candidate? He really takes advantage of the ignorant people. *Bob*: Don't start an argument, please. He is very active and he has a tremendous cultural background. Besides, he can make a speech in the spur of the moment. *Carol*: Yes, that's the reason why he talks nonsense. *Bob*: Did he ever say any nonsense? *Carol*: Yes, he did. He once started a dirty argument on purpose. *Bob*: I don't believe you. He's a very responsible and honourable man. He convinced everybody of this last time he spoke. *Carol*: Did he convince the minors or the adults? *Bob*: He convinced the adults first, however he also convinced the minors. *Carol*: He didn't get any advantage because it was only a local meeting. Did I convince you at last? *Bob*: No, you didn't. By the way, you just ignore the political situation.

# LESSON SEVENTEEN

## GRAMMAR

### PAST TENSE — REGULAR VERBS

Todo verbo é apresentado em três tempos primitivos (presente, passado e particípio). Até aqui só nos interessamos pela primeira forma, embora tivéssemos citado as três desde o início do curso.

Daqui para a frente usaremos constantemente as duas primeiras formas (inclusive dos verbos já vistos em lições anteriores) para que possamos formar frases no presente e no passado indistintamente.

Vamos dividir os verbos fracos em duas categorias: regulares (lição 17) e irregulares (que ficam para a próxima lição por motivo de ordem didática).

Se olharmos para os verbos já apresentados no curso veremos que a maioria tem o passado e o particípio iguais e terminados em **"ed"**. Êsses são os verbos regulares.

**EXPS:** **Present**

**I study my lesson every day.**
**You pronounce the words correctly.**
**He travels to Europe every year.**
**She usually serves breakfast early.**

**Past-"ed"**

**I studied my lesson yesterday.**
**You pronounced the words correctly.**
**He travelled to Europe last year.**
**She served breakfast early.**

**AFFIRMATIVE**

**I wanted to go dowtown yesterday.**
**You played in the snow.**
**He counted the money immediately.**
**She memorized the method.**
**It depended on the teacher.**
**We mentioned your name.**
**You really hurried up.**
**They wished me a happy birthday.**

| Obs: | | | |
|---|---|---|---|
| | **play-played** | "y" | precedido de vogal |
| | **hurry-hurried** | "y" | precedido de consoante |
| | **memorize-memorized** | "e" | acrescenta sòmente **"d"** |

**NEGATIVE**

Para formar o negativo os verbos fracos precisam de **"not"** e ainda do auxiliar **"do"**, que no passado assimila o final **"ed"** e toma a forma **"did"**, a qual na qualidade de auxiliar rege a partícula **"not"**. O verbo fraco logicamente volta ao infinito.

**I didn't play in the snow.**
**You didn't play in the snow.**
**He didn't count the money immediately.**
**She didn't memorize the method.**
**It didn't depend on the teacher.**
**We didn't mention your name.**
**You didn't really hurry up.**
**They didn't wish me a happy birthday.**

**INTERROGATIVE**

Usamos a inversão do auxiliar **"did"** com o pronome (ou nome).

**Did I want to go downtown yesterday?**
**Did you play in the snow?**
**Did he count the money immediately?**
**Did she memorize the method?**
**Did it depend on the teacher?**
**Did we mention your name?**
**Did you really hurry up?**
**Did they wish me a happy birthday?**

# LESSON SEVENTEEN

## EXERCISES

1º) Give the past tense of the following verbs:

| | | | |
|---|---|---|---|
| be | _____ | change | _____ |
| study | _____ | use | _____ |
| call | _____ | telephone | _____ |
| talk | _____ | rob | _____ |
| ask | _____ | answer | _____ |

2º) Change the sentences to past. Also change the words: today, every day, every month, usually, etc.

I study my lessons every day.

_____

I telephone you every week.

_____

I usually arrive on time.

_____

She talks about sports every time I call her.

_____

The teacher corrects our pronunciation every day.

_____

3º) Change to A) interrogative B) negative
She lived in New York City in 1964.

A) _____

B) _____

My boss returned to Brazil last Monday.

A) _____

B) _____

Many people of Portugal travelled to Spain.

A) _____

B) _____

The children preferred the summer.

A) _____

B) _____

Mr. Harold painted his garage last week.

A) _____

B) _____

The teacher really cared for the students.

A) _____

B) _____

The students worried about the examinations.

A) _____

B) _____

The hunters followed the guide.

A) _____

B) _____

# LESSON EIGHTEEN

## VOCABULARY

### VERBS

**apply, applied, applied** — candidatar-se
**bring, brought, brought** — trazer
**catch, caught, caught** — pegar, apanhar
**deal, dealt, dealt** — lidar com
**dream, dreamt, dreamt** — sonhar
**feel, felt, felt** — sentir
**fly, flew, flown** — voar
**leave, left, left** — partir, ir embora
**put, put, put** — pôr
**sleep, slept, slept** — dormir
**wake, woke, woken** — acordar

### IDIOMATIC EXPRESSIONS

**bring about** — causar
**dream of** — sonhar com
**feel sleepy** — sentir-se sonolento
**in vain** — em vão
**just in case** — no caso de, por precaução
**put on** — vestir
**take a nap** — tirar uma soneca
**wake up** — acordar

### OTHER WORDS

**above** — acima
**activity** — atividade
**affair** — assunto
**airport** — aeroporto
**closet** — armário
**committee** — comissão
**each** — cada
**interview** — entrevista
**job** — emprêgo
**optimistical** — otimista
**pajamas** — pijamas
**plane** — avião
**public** — público
**qualification** — qualificação, aptidão
**quality** — qualidade
**railroad** — via férrea
**resolution** — resolução
**result** — resultado
**sleepy** — sonolento
**social** — social
**station** — estação
**suitcase** — mala, pasta
**supposition** — suposição
**train** — trem

## PRONUNCIATION DRILL

Pronounce as in: **all, awful saw**

| | | | |
|---|---|---|---|
| walk | autumn | salt | caught |
| small | fall | call | taught |
| author | hall | also | water |

I also saw the small ball.
I call the tall author.
The small hall has a tall wall.
Call all the small boys.

## CONVERSATION DRILL

| | |
|---|---|
| Are you sleepy? | Yes, I am. |
| Why? | Because I didn't sleep last night. |
| Why not? | Because I took a trip. |
| Where did you go? | I went to New York City. |
| Did you go by plane? | No, I didn't. |
| How did you go? | I went by car. |
| Did you drive? | Yes, that's why I didn't sleep. |
| When did you leave New York City? | I left the same night. |
| Why? | Because I had to come back home immediately. |

# LESSON EIGHTEEN

## DIALOGUE

*Jack*: Yesterday was a full day. I left home at six o'clock A.M. and I went to the airport. I took the very first plane and I flew to New York City. *Linda*: Why did you fly? *Jack*: Because I applied for a public job there. It's a job that deals with political and social affairs. *Linda*: Did you have an interview? *Jack*: Yes, I did. *Linda*: What did they ask you? *Jack*: They asked me about my activities and qualifications. *Linda*: Were there many candidates? *Jack*: Yes, and each one of them had many good qualities. *Linda*: Did you come back by plane? *Jack*: No, I didn't. I caught a train. I went to the railroad station, I bought my ticket and so it was. *Linda*: Did you have a good trip? *Jack*: Yes, I did. I felt sleepy, so I took a nap in the train. *Linda:* When did you wake? *Jack*: I woke in the first station. *Linda*: Why? *Jack*: I asked a boy to wake me up. *Linda*: Was that necessary? *Jack*: Yes, just in case I wanted to sleep all day. *Linda*: Did you bring a suitcase with you? *Jack*: Yes, I brought one, but I didn't need it. *Linda*: So you brought it in vain. Did the trip bring about any results? *Jack*: I suppose so, however I know it's an optimistical supposition. *Linda*: Why? *Jack*: Because I'm not sure of the resolution of the committee. *Linda*: Did you arrive home late? *Jack*: Yes, I did. I put my suitcase in the closet, I put on my pajamas and I slept. *Linda*: Did you dream? *Jack*: Yes, I dreamt. *Linda*: What did you dream of? *Jack*: I dreamt of the interview, of the trip and also of the candidates above me.

# LESSON EIGHTEEN

**GRAMMAR**

## VERBOS IRREGULARES

Os verbos cujo passado não termina em **"ed"** são chamados irregulares. É interessante nessa altura do curso dar uma lida nos vocabulários anteriores tentando discernir os verbos regulares dos irregulares (já decorando o passado dos últimos).

O procedimento para se construir as formas negativas e interrogativa é análogo ao caso visto na lição anterior. A única dificuldade é que os passados dos irregulares têm que ser decorados um a um.

**AFFIRMATIVE**

**I swam in the lake yesterday.**
**You flew to New York last year.**
**He went to his office early in the morning.**
**She understood the boss's report.**
**It cost two hundred dollars.**
**We drove back home last night.**
**You took a bus after class.**
**They read four books last week.**

**NEGATIVE**

Fazendo considerações análogas às da lição anterior e lembrando que com a presença do verbo auxiliar **"did"** o verbo principal (fraco) retorna ao infinito, podemos colocar a forma negativa.

**I didn't swim in the lake yesterday.**
**You didn't fly to New York last week.**
**He didn't go to his office early in the morning.**
**She didn't understand the boss's report.**
**It didn't cost two hundred dollars.**
**We didn't drive back home last night.**
**You didn't take a bus after class.**
**They didn't read four books last month.**

Fazendo a mesma inversão feita na lição anterior (**"did"** e pronome) obtemos a interrogação.

**Did I swim in the lake yesterday?**
**Did you fly to New York last year?**
**Did he go to his office early in the morning?**
**Did she understand the boss's report?**
**Did it cost two hundred dollars?**
**Did we drive back home last night?**
**Did you take a bus after class?**
**Did they read four books last year?**

# LESSON EIGHTEEN

## EXERCISES

1º) Give the past tense of the following verbs.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| walk | _____ | open | _____ | look | _____ | close | _____ |
| pick | _____ | sit | _____ | write | _____ | buy | _____ |
| see | _____ | eat | _____ | go | _____ | speak | _____ |
| drink | _____ | swim | _____ | read | _____ | memorize | _____ |
| answer | _____ | have | _____ | change | _____ | stand up | _____ |

2º) Answer the following questions: A) affirmative B) Negative

Did you see my new car?

A) Yes, _____

No, _____

Did you go to Europe last year?

A) _____

B) _____

Did she make up her mind at last?

A) _____

B) _____

Did they come back from the U.S.?

A) _____

B) _____

Did you sleep well last night?

A) _____

B) _____

Did they bring many expensive things with them?

A) _____

B) _____

Did you put your hat on?

A) _____

B) _____

Did he fly home?

A) _____

B) _____

Did the children go to the railroad station?

A) _____

B) _____

Did you catch the right bus?

A) _____

B) _____

# LESSON NINETEEN

## VOCABULARY

### VERBS

**clean, cleaned, cleaned** — limpar
**cry, cried, cried** — chorar
**miss, missed, missed** — perder (chegar tarde)
**own, owned, owned** — possuir
**plan, planned, planned** — planejar
**prepare, prepared, prepared** — preparar
**stay, stayed, stayed** — permanecer
**succeed, succeeded, succeeded** — ter sucesso
**visit, visited, visited** — visitar

### IDIOMATIC EXPRESSIONS

**at least** — pelo menos
**at school** — na escola
**change one's mind** — mudar de idéia
**cry for joy** — chorar de alegria
**on the way** — no caminho
**out of** — fora de
**pay for** — pagar por
**the day after tomorrow** — depois de amanhã
**up to** — a ponto de
**work one's way** — ir trabalhando

### OTHER WORDS

**airport** — aeroporto
**appointment** — consulta
**behavior** — comportamento
**California** —
**clean** — limpo
**colonization** — colonização
**dry** — sêco
**excited** — excitado
**exciting** — excitante
**fluently** — fluentemente
**gasoline** — gasolina
**gas station** — pôsto de gasolina
**impossible** — impossível
**Los Angeles** —
**manner** — maneira
**meal** — refeição
**oral** — oral
**origin** — origem
**owner** — dono
**prepared** — preparado
**quiz** — teste, prova
**ready** — pronto
**reasonable** — razoável
**road** — estrada
**San Francisco** —
**scene** — cena, cenário
**scenery** — cenário
**some** — alguns
**thought** — pensamento
**town** — cidade
**way** — caminho

## PRONUNCIATION DRILL

Pronounce as in: see, small, this:

| | | | |
|---|---|---|---|
| sit | miss | last | least |
| see | this | past | rice |
| saw | scene | fast | nice |

I saw the last nice scene.
Sylvia can't miss this nice scene.
Sit on this small chair.

## CONVERSATION DRILL

| | |
|---|---|
| Did you visit California last year? | Yes, I did. |
| Which cities did you visit in California? | Los Angeles and San Francisco. |
| Did you go there by airplane? | No, I didn't. |
| How did you go? | I went by car. |
| Did you succeed in life? | I suppose so. |
| Do you speak Italian fluently? | Yes, I do. |
| Where did you learn it? | In Italy. |
| How did you pay for the trip? | I worked my way. |
| Was it difficult? | Yes, very. |

# LESSON NINETEEN

## DIALOGUE

*Debbie*: Did you plan to go out of town? *Gary*: Yes, I planned to visit San Francisco. *Debbie*: Is it in California? *Gary*: Yes, it is. *Debbie*: Did you plan to go by airplane? *Gary*: No, by car through Los Angeles. The road is full of nice sceneries there. *Debbie*: Do you have enough money to pay for your trip? *Gary*: No, I don't but I can work my way. I only need money for gasoline and food. *Debbie*: Are there many gas stations on the road? *Gary*: Yes, there are some. What's the origin of the names San Francisco and California? *Debbie*: They're of Spanish origin. *Gary*: Why is that? *Debbie*: Because of the Spanish colonization. Are there any restaurants in the way? *Gary*: Yes, there are at least ten. You can easily have your meals on the way. *Debbie*: Do you think you can succeed in your trip? *Gary*: Of course, I'm ready for it. *Debbie*: Do you own a car? *Gary*: Yes, I do. *Debbie*: Did you prepare it for the trip? *Gary*: Yes, I did. I'm a careful car owner. *Debbie*: Are you excited about the trip? *Gary*: Yes, I'm up to cry for joy. *Debbie*: One reasonable thought is that a trip like this is always exciting. Could you still change your mind about the trip and stay home? *Gary*: No, that's impossible. *Debbie*: Did you wash and clean your car? *Gary*: Yes, it's clean and dry now, but I can only go the day after tomorrow. *Debbie*: Why not today? *Gary*: Because I have an appointment with the doctor and I still have to take a French quiz at school. *Debbie*: Written or oral? *Gary*: Oral. *Debbie*: Are you prepared for it? *Gary*: Yes, I am. I speak French fluently. *Debbie*: May you go if you miss the quiz? What are your plans in case you have to stay? *Gary*: In that case I might not care for my behavior and my good manners.

# LESSON NINETEEN

## GRAMMAR

**What?** — O que?, Qual?
**Which?** — O que?, Qual?

Usa-se "What" quando existe um número grande e indeterminado de respostas possíveis.

**EXPS.:** **What is your name?**
**What is your nationality?**
**What is your favorite sport?**

Usa-se **"Which?"** quando o número de escolhas possíveis para a resposta é pequeno e mais ou menos restrito.

**EXPS.:** **Which is your name, Peter or Paul?**
**Which is your nationality, Portuguese or Spanish?**
**Which is your favorite sport, soccer or basketball?**
**Which do you prefer?**

**Which** pode também ser usado como pronome relativo.
**The book, which I read, was good.**
**The car, which I bought, was new.**
**The question, which you asked, was interesting.**

**Who?** — Quem? (subjetivo)
**Whom?** — Quem? (objetivo)

**EXPS.:** **Who are you?**
**Who is that pretty girl?**
**Who is the new teacher?**
**Who is your secretary?**

| | |
|---|---|
| **Whom did you talk about?** | **(about whom?)** |
| **Whom did you work for?** | **(for whom?)** |
| **Whom did she speak to?** | **(to whom?)** |

**"who"** pode também ser usado como pronome relativo.

**Mr. Jones, who is a teacher, is a very intelligent man.**
**Mary, who is a secretary, is a pretty girl.**
**My boss, who is Brazilian, is a determined man.**

Obs.: Tanto **"who"** como **"which"** pode ser usado além de interrogativo como pronome relativo, mas num caso ou noutro **"who"** se refere sempre a pessoas e **"which"** se refere a coisas.

# LESSON NINETEEN

## EXERCISES

1º) Choose who, which or whom.

The woman, ———— you saw, is my mother.

The book, ———— you read, is very good.

To ———— did you give the letter?

———— is that pretty girl?

The countries ———— I visited are very beautiful.

The girl, to ———— I gave the letter, is my sister.

The house ———— I bought is clean and dry.

Mary went to the school in ———— I studied.

———— is the owner of the restaurant?

———— restaurant did you talk about?

2º) Change to negative form.

I can pay for my meals.

I must study my lessons every day.

It may rain this weekend.

I must go downtown tomorrow morning.

I can work my way to San Francisco.

You must succeed in life.

They may go home now.

My father can speak German fluently.

My boss must learn good manners.

The airplane may fall.

39) Change the following questions to past time. (lessons 5 and 16)
Are the girls happy?

Why are the boys tired?

Why are you so excited now?

Is she up to cry?

Is Henry out of town today?

Are you ready for the quiz?

Are they prepared for the examination?

Are we in time for the appointment?

Am I in good shape?

Is she reasonable in her thoughts?

# LESSON TWENTY

## VOCABULARY

### VERBS

**attend, attended, attended** — assistir, comparecer
**behave, behaved, behaved** — comportar-se
**comb, combed, combed** — pentear
**find, found, found** — achar
**lose, lost, lost** — perder
**matter, mattered, mattered** — importar
**mean, meant, meant** — querer dizer, significar
**respect, respected, respected** — respeitar
**spend, spent, spent** — gastar

### IDIOMATIC EXPRESSIONS

**find out** — descobrir
**get lost** — perder-se
**it doesn't matter** — não importa
**make progress** — progredir
**more or less** — mais ou menos
**no doubt** — sem dúvida
**once in a while** — de vez em quando
**spend time** — gastar (passar) tempo
**stay up** — ficar de pé (acordado)
**tired out** — cansado, esgotado
**What's the matter?** — que é que há?

### OTHER WORDS

**coin** — moeda
**conference** — conferência
**doubt** — dúvida
**efficiently** — eficientemente
**explanation** — explicação
**face** — face
**film** — filme
**forest** — floresta
**group** — grupo
**less** — menos
**matter** — assunto
**more** — mais
**movies** — cinema
**overtime** — hora extra
**party** — festa
**person** — pessoa
**precisely** — precisamente
**progress** — progresso
**story** — estória
**till** — até
**whole** — inteiro
**wildly** — de modo selvagem

## PRONUNCIATION DRILL

Pronounce as in: learn, work.

| | | | |
|---|---|---|---|
| her | first | learn | more |
| were | third | birthday | work |
| bird | party | person | word |

She learned the first and third words.
Some persons work more.
Were you in her birthday party?

## CONVERSATION DRILL

| | |
|---|---|
| Do you study much? | More or less. |
| Do you study every day? | No doubt about that. |
| Do you stay up till late to study? | Yes, I do. |
| When? | Once in a while. |
| Did you study yesterday? | No, I didn't. |
| Why not? | Yesterday was Sunday. |
| Did you go to the movies? | No, I didn't. |
| Where did you go? | I went to a party. |
| How much time did you spend there? | A couple of hours. |
| Were you tired out? | No, I wasn't. |

# LESSON TWENTY

## DIALOGUE

*Paul*: Did you go to a party yesterday? *Mary*: No, I didn't. I went to the movies. *Paul*: Did you see a good film? *Mary*: Yes, I saw. The story was about a group of boys. *Paul*: What did they do? *Mary*: They got lost in the forest. *Paul*: Did they lose their money? *Mary*: Yes, they did. *Paul*: Did they find it? *Mary*: No, they found only a coin, but they didn't find the way. *Paul*: Did they spend much time in the forest? *Mary*: They spent a whole week there. *Paul*: Were they tired? *Mary*: Yes, they were tired out. *Paul*: How did they behave? *Mary*: They behaved wildly. They didn't wash their faces or comb their hair. They stayed up till late. *Paul*: Why? *Mary*: Because they were afraid of the animals, without doubt. *Paul*: Did you like the film? *Mary*: No doubt I did. *Paul*: Where did you go after the movies? *Mary*: I attended a conference. *Paul*: Do you attend conferences often? *Mary*: No, I don't. I attend them once in a while, when the matter is interesting. *Paul*: What was it about, this time? *Mary*: It was about progress. *Paul*: Was the speaker an important person? *Mary*: Yes, he was. *Paul*: What did he say? *Mary*: He said it's necessary to work much to make progress. For example, if you work overtime you make more progress. *Paul*: Does that really matter? *Mary*: Of course, because you have more time to do things. *Paul*: That was a good explanation, but in my opinion it doesn't matter, though I respect the speaker very much. *Mary*: Do you mean that you disagree? *Paul*: Precisely. *Mary*: What's the matter with you? *Paul*: Nothing. I just found out that you can work more efficiently in less time, if you really want. Do you agree? *Mary*: More or less.

# LESSON TWENTY

## GRAMMAR

### SOME-ANY

Regra geral: Usa-se **"some"** para sentenças afirmativas e **"any"** para sentenças negativas e interrogativas.

Obs.: Existem exceções a esta regra. Elas serão estudadas na lição 21.

De acôrdo com a regra geral podemos propor algumas sentenças como exemplos, lembrando antes que a tradução de **"some"** ou **"any"** é **"algum"** ou **"nenhum"** conforme a frase seja afirmativa, negativa ou interrogativa.

**SOME — AFFIRMATIVE**

**I have some money.**
**I read some books when I have some time.**
**I must write some letters.**
**They know some lessons.**

**ANY — NEGATIVE**

**I don't have any money.**
**She doesn't read any books.**
**I don't have any friends.**
**They don't know any lesson.**

**ANY? — INTERROGATIVE**

**Do you have any money?**
**Can you see any books?**
**Do you know any important person?**
**Does she know any lesson?**

Note que uma pergunta formulada com **"any"** pode ser respondida de duas maneiras: Afirmativamente usando **"some"** ou negativamente usando **"any"**.

**EXPS.:**

**– Do you have any good friends?**
**Yes, I have some good friends.**
**No, I don't have any good friends.**
**– Can you give me any money?**
**Yes, I can give you some money.**
**No, I can't give you any money.**
**– Are there any magazines on the table?**
**Yes, there are some magazines on the table.**
**No, there aren't any magazines on the table.**
**– Do you have any time to study?**
**No, I don't have any time to study.**
Yes, I have some time to study.

# LESSON TWENTY

## EXERCISES

1º) Answer the following questions: A) affirmative B) negative

Do you have any books with you?

A) Yes, _____

B) No, _____

Are there any cars in the streets?

A) _____

B) _____

Are there any students in the classroom?

A) _____

B) _____

Are there any lessons to study?

A) _____

B) _____

Do you know any answers to my questions?

A) _____

B) _____

Do you want any additional information?

A) _____

B) _____

Do you plant any kind of trees?

A) _____

B) _____

2º) Change the following negative sentences to past tense.

I don't go to the movies every day.

_____

We don't go to church on Sundays.

_____

He doesn't work hard at all.

_____

They don't speak Russian every day.

_____

She doesn't comb her hair often.

_____

It doesn't matter.

_____

It doesn't make any difference.

_____

We don't like to play basketball.

_____

You don't understand me.

_____

They don't respect their parents.

_____

3⁹) Change the following questions to past:

Do you go to the theatre every night?

_____

Does he stay up till late?

_____

Does he pay taxes regularly?

_____

Do you attend our conferences once in a while?

_____

Does she understand the grammar?

_____

Do they fly very often?

_____

Do you work overtime?

_____

Does she pay attention to your explanations?

_____

Do you dance?

_____

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